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ABSTRACT

Volume II of the St. Louis Public Schools evaluation report on programs, projects, services, and activities funded in whole or in part under Elementary Secondary Education Act Title I is organized into two parts, each focusing on one component. Component Five, 'Non-public Schools, services and projects' serviced 18 Catholic and 5 Lutheran schools. The program was designed to provide remedial assistance in reading, mathematics and language arts to eligible and identified students. The program consisted of providing equipment and materials for the use of Title I teachers and aides. The objectives of the program were to improve by at least eight months the score of students in Title I programs on Iowa Tests of Basic Skills reading and mathematics and to improve the teaching skills of all eligible Title I teachers involved in teaching eligible Title I students. The results indicated that while most of the students made some gains in achievement, the objective of eight months gain was generally not accomplished. Component Six, 'Neglected and Delinquent' provided aid to the several facilities, public and non-public within the St. Louis area which provide much needed residential care for neglected and delinquent children. Educational programs are provided for these children throughout the school and continued to some degree during the summer. (JM)

ED105013

St. Louis Public Schools
Mr. Clyde Miller, Superintendent

ESEA TITLE I
EVALUATION REPORT
1973-74

Volume 2

BEST COPY AVAILABLE

All reports in this document were completed by the Division of Evaluation during the 1973-74 school year.

DIVISION OF EVALUATION

Dr. Stephen Daeschner, Director
Dr. Jean José, Coordinator, Title I Evaluation

UD 015003

October, 1974

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FISCAL YEAR 1974
LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
Part II-B
Evaluation of Title I Activities
Including Non-Public School Children
Title I
ELEMENTARY AND SECONDARY EDUCATION ACT

TO BE COMPLETED BY NON-PUBLIC EDUCATIONAL AGENCY NOTE: Refer to Directions on the Back of Each Page

Information contained in this report is supplied in accordance with the assurances of the non-public school signed on page 1 of Part I-B Application for Federal Assistance.

NAME OF NON-PUBLIC SCHOOL	ADDRESS OF NON-PUBLIC SCHOOL	TELEPHONE (area code and no.)
NAME OF PRINCIPAL OF NON-PUBLIC SCHOOL	SIGNATURE OF PRINCIPAL OF NON-PUBLIC SCHOOL X Diane R. Fried coordinator	DATE OF SIGNATURE October 10, 1974

TO BE COMPLETED BY PUBLIC SCHOOL – LOCAL EDUCATIONAL AGENCY

Information contained in this report is supplied in accordance with the assurances of the Local Educational Agency on page 1 of Part 1-A Application for Federal Assistance.

NAME OF PUBLIC SCHOOL DISTRICT SERVING NON-PUBLIC SCHOOL CHILDREN	ADDRESS OF PUBLIC SCHOOL	STATE PROJECT NUMBER
SIGNATURE OF AUTHORIZED REPRESENTATIVE X	DATE OF SIGNATURE	

If non-public school children were involved in **summer school only,** and the children were evaluated with the public school children, then only a properly signed and filled out page 1 for each non-public school involved is necessary.

For regular year activities involving non-public children all appropriate pages must be completed.

TABLE 1

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten	139	1	139
3	Grade 1	145	41	145
4	Grade 2	160	46	160
5	Grade 3	198	79	198
6	Grade 4	208	70	208
7	Grade 5	199	96	199
8	Grade 6	193	48	193
9	Grade 7	158	38	158
10	Grade 8	135	30	135
11	Grade 9	21		21
12	Grade 10	15		15
13	Grade 11	14		14
14	Grade 12	13		13
15	Ungraded			
16	TOTAL (SUM OF 1-15)	1598	449	1598

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

	ACTIVITY LIST FOR PROJECT	PRIVATE SCHOOLS		
		K-6	7-12	UNGR
1	Basic Skills			
2	Special Health Services			
3	Language Arts	3		
4	Mathematics	131	42	
5	Remedial Reading	324	137	
6	Summer			
7	Tutorial			
8	Extended Kindergarten			
9	Material Centers			
10	Science			
11	Other			
12				

FISCAL YEAR 1974
LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
PART II – B
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA *St. Louis Public Schools* County Code *115* LEA Code *115*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report *Component V - Nonpublic Schools Services and Projects* [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) *Staff of the Division of Evaluation*
Evaluator: Dr. Jean José

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José
Telephone Number *314-865-4550*

3. Indicate, in number of weeks, the length of time this activity operated.

40 Regular year ________ Summer

4. Indicate the number of nonpublic school children eligible for Title I programs, involved in this activity.

1598 Regular year from grades *Kg - 12* ________ Summer from grades ________

5. a. Indicate the number of participants in which pre and post evaluation is available.

469 Regular year ________ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) *See Page 5.*

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK

Number of Periods Per Week	Length of Instructional Period
5 - 15	*30 - 60 Minutes*

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component V

See Component V

Name of instructional activity evaluated in this report Nonpublic Schools Services and Project: Reading

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** __________

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** __________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.			3	12	8	44	56	30	37	21					211
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month			0	8	4	9	11	6	9	6					53
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.			4	10	2	11	22	18	20	12					99
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.			9	8	2	12	18	25	21	11					106
TOTAL			16	38	16	76	107	79	87	50					469 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains

$$\text{Prior average yearly gain} = \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$$

See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X			15	24	8	22	17					86
.71 – 1.00	X			7	15	9	13	10					54
1.01 – 1.50	X			1	1	0	1	1					4
1.51 & over	X			0	0	0	0	0					0
TOTAL	X			23	40	17	36	28					144 Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component V

Name of instructional activity evaluated in this report Nonpublic Schools Services, and Projects: Arithmetic

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ______

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ______

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.			10	13	2	27	42	28	29	18					169
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month			3	8	3	7	15	7	18	11					72
Marked Growth RY 1.01 - 1.50 yrs. RS 40% - 74% SU 2 mos. - 3 mos.			3	6	7	10	18	17	12	6					79
Substantial Growth RY 1.51 yrs. & over RS 75% - 100% SU Above 3 mos.			0	11	5	2	9	13	17	10					67
TOTAL			16	38	17	46	84	65	76	45					387 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 - .70 yrs.	X			4	15	8	9	13					49
.71 - 1.00	X			5	13	5	20	13					56
1.01 - 1.50	X			0	1	0	4	0					5
1.51 & over	X			0	0	0	0	0					0
TOTAL	X			9	29	13	33	26					110 Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component V

Name of instructional activity evaluated in this report Nonpublic Schools Services and Projects: Language Arts

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ____________

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.			10	21	5	33	43	32	32	20					196
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month			1	4	2	2	18	9	11	6					53
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.			[illegible]	[illegible]	7	8	9	13	4	12					57
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.			[illegible]	[illegible]	[illegible]	4	7	10	12	7					56
TOTAL			16	37	17	47	77	64	59	45					362 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X			4	12	7	11	16					50
.71 – 1.00	X			5	9	4	20	10					48
1.01 – 1.50	X			0	0	2	2	0					4
1.51 & over	X			0	0	0	0	0					0
TOTAL	X			9	21	13	33	26					102 Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component V

Name of instructional activity evaluated in this report Nonpublic Schools Services and Projects:

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

See Component V
Nonpublic: Reading

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1
Grade 1	2.4	1.8	0.6
2	2.7	2.8	0.1
3	2.7	3.8	-1.1
4	3.1	4.8	-1.7
5	3.6	5.8	-2.2
6	4.7	6.8	-2.0
7	5.4	7.8	-2.3
8	6.6	8.8	-2.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

See Component V
Nonpublic: Language

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1
Grade 1		1.8	
2	2.7	2.8	-0.1
3	2.9	3.8	-0.9
4	3.7	4.8	-1.1
5	4.5	5.8	-1.3
6	5.5	6.8	-1.2
7	6.5	7.8	-1.2
8	6.9	8.8	-1.8

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

See Component V
Nonpublic : Arithmetic

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1
Grade 1	1.6	1.8	-0.2
2	2.1	2.8	-0.7
3	3.0	3.8	-0.8
4	3.7	4.8	-1.1
5	4.5	5.8	-1.3
6	5.2	6.8	-1.5
7	6.3	7.8	-1.4
8	7.1	8.8	-1.6

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

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NONPUBLIC SCHOOLS, SERVICES AND PROJECTS

SUMMARY

The nonpublic Title I program, servicing eighteen Catholic and five Lutheran schools, was designed to provide remedial assistance in reading, mathematics and language arts to eligible and identified students. The program consisted of providing equipment and materials for the use of Title I teachers and aides.

The objectives of the program were to improve by at least 8 months the score of students in Title I programs on Iowa Tests of Basic Skills reading and mathematics and to improve the teaching skills of all eligible Title I teachers involved in teaching eligible Title I students. Objective test scores and questionnaires were used to determine whether the objectives had been met. The results indicated that while most of the students made some gains in achievement, except for Grade 6, the objective of 8 months gain was generally not accomplished.

In general, the second objective, that of teachers and aides improving teaching skills, was met. Teachers indicated they felt the workshops were helpful and in addition they used many of the ideas in their classroom activities.

The effectiveness of the use of the Hoffman Program was investigated and it was found that while the teachers liked it and wanted to continue using it, the students made no greater gain in achievement than those in the standard Title I programs.

The desirability of having a full-time Coordinator was investigated and all indications were that the program would function more efficiently with a full-time Coordinator. This change was made effective May, 1974.

The results of the evaluation suggest the following major recommendations for the nonpublic Title I program:

1. *Consideration should be given to determining why greater achievement gains were not made in the grades which did not meet the objective.*
2. *Inservice training should be continued and should be focused on needs of the teachers and aides as determined by a needs assessment.*
3. *The Hoffman program should be investigated further before expanding into other schools.*
4. *The position of Coordinator should be full-time. This was accomplished effective May, 1974. Role and duties of Coordinator should be clearly specified.*

PROGRAM DESCRIPTION

During the 1973-74 school year, eighteen Catholic and five Lutheran schools participated in the nonpublic Title I instructional program. The programs in the nonpublic schools included reading, mathematics, and language arts. One of the schools was a high school (grades 9 through 12) and twenty-one were elementary schools (grades ranged from Kindergarten through 8). During the year, one Catholic school withdrew from the program as a result of merging with another school because of an insufficient number of students.

The elementary children participating in the nonpublic Title I program met two eligibility requirements: first, they lived within the target area as described by the Local Education Agency, LEA; and second, they scored below an indicated grade equivalent on a standardized achievement test. Children in grades 2 and below were included on the basis of teacher recommendations. There were 1,535 students included in the nonpublic Title I program in the elementary schools. The high school students participating in the nonpublic Title I program also lived within the target area as described by the LEA and scored below the indicated percentile rank as measured by the Test of Academic Progress. There were 63 students included in the nonpublic high school Title I program.

Prior to this year, equipment, materials, audiovisual services, inservice training, Saturday and afternoon instructional programs and Summer School Program were provided by Title I funds; however, during the 1973-74 year Title I teachers and teacher aides were added, and Title I instruction was presented during the regular school year.

The Title I teachers worked with small groups of identified Title I students in remedial reading, math and language arts. Groups ranged in size from 3 to 13 students. Nineteen teachers and nineteen aides were involved in the program. Because of the small number of eligible and identified students in some schools, nine of the Title I teachers and nine Title I teacher aides were assigned to more than one school.

Another change this year involved the administration of the Nonpublic Title I program. In previous years the coordinator worked on a 25% part-time basis. This year the coordinator's time was increased to a 60% part-time basis in December and then to full-time basis in May.

In addition to the services of Title I teachers and aides, the Title I nonpublic schools continued to receive audiovisual equipment purchased in previous years with Title I funds. Additional films were purchased during fiscal '74 for use in nonpublic schools. Delivery and pick-up service for this equipment was also provided with Title I funds.

In general, the purpose of the nonpublic Title I program was to improve the skills of identified students by individual or small group instruction provided by a Title I teacher with the assistance of a Title I teacher's aide utilizing equipment and materials provided by Title I funds. Specifically the objectives of the program were: (1) to improve by at least 8 months the mean score of students in Title I programs on ITBS reading and mathematics (Gr. 2-8), and (2) to improve the teaching skills of all teachers involved in teaching eligible Title I students.

EVALUATION

Overview: *The evaluation design for the Title I Nonpublic Schools Program included the following components:*

1. *Performance objectives were set by the Title I nonpublic staff for the entire program.*

2. *Standardized achievement data (Iowa Tests of Basic Skills, Primary Battery for Grades 1 and 2; Iowa Tests of Basic Skills for Grades 3 through 8; and Comprehensive Tests of Basic Skills for Kindergarten) were collected from pre- and post-tests to determine the amount of gain for the school year.*

3. *Standardized achievement data were collected on former Title I nonpublic students and compared with students currently in the programs.*

4. *Information concerning the effects of the inservice meetings was collected by means of questionnaires and observations.*

5. *Recommendations and concerns of the nonpublic Title I teachers, aides, and principals in the participating schools were collected by means of questionnaires.*

6. *A questionnaire was used to collect information concerning self-concept of students participating in the program and of a control group of students not included in the program.*

7. *Standardized achievement data were used to compare the progress of students using the Hoffman Reading Lab to students not using the Hoffman Reading Lab.*

8. *A questionnaire was used to collect information concerning the function of the Nonpublic Coordinating Council.*

Appropriate forms for the collection of the data were designed by the Division of Evaluation and distributed to the Title I nonpublic staff.

Evaluation Questions: *The evaluation attempted to answer the following questions:*

1. *What is the average gain in achievement made by Title I students in each nonpublic school in the areas of reading, math and language arts?*

2. *Is the achievement gain comparable for students involved in different programs (Reading; Mathematics; Reading and Mathematics; Language Arts; Language Arts and Reading; Language Arts and Mathematics; Language Arts, Reading and Mathematics)?*

3. *Are the nonpublic Title I student gains equal to RIT student gains?*

4. Are all nonpublic Title I student gains equal to R/15 student gains?

5. Are this year's achievement gains equal to last year's gains?

6. Is the nonpublic Title I student achievement equal to the national norm?

7. Is there a difference between achievement gains of students using the Hoffman Reading Lab and students who are using standard traditional materials.

8. Has there been a change in student self-concept as a result of the Title I program?

9. Are Title I teachers using the ideas from the Inservice Training Program?

10. How do principals, Title I teachers and aides perceive the program?

11. What is the relationship between the Coordinating Council, the Coordinator, and the school personnel?

Objectives: The overall objectives of the Title I nonpublic program were: (1) to improve by at least 8 months the mean score of the students in Title I programs on the ITBS reading and mathematics subtests (Grades 2-8), and (2) to improve the teaching skills of all teachers involved in teaching eligible Title I students.

Results: The results of the pre-post-achievement-testing are presented in Tables 1 and 2. Pretests were administered in Spring, 1973 and post-tests in Spring, 1974. It should be noted that not all students participated in all programs (i.e., some students received only reading instruction, others only mathematics instruction, etc.).

In Table 1 it can be seen that in grade 1 the objective was accomplished only in the area of Reading; in grade 2, in Word Analysis, Language and Composite; and in grade 3, it was accomplished in no area tested.

As can be seen from Table 2, only grade 6 accomplished the objective of achieving at least 8 months gain in 10 months in all areas tested. Grade 8 achieved the objective in three of the four areas tested; grade 7 achieved it in two areas tested; and grade 4 achieved it in only one area. Grade 5 did not reach the goal of 8 months gain in any area tested. On the composite scores only grades 6 and 8 accomplished the objective.

The gains for grades 4-8 ranged from 6 months (Grade 4, Reading Comprehension) to 11 months (Grade 4, Vocabulary). It is interesting to note that both the least amount of gain and the greatest amount of gain was obtained by the same grade (Grade 4) on two highly related subjects (Reading and Vocabulary).

TABLE 1

PRE-POST ACHIEVEMENT GAINS FOR 1973-74 ON IOWA TESTS OF BASIC SKILLS FOR NONPUBLIC TITLE I STUDENTS IN GRADES 1-3

		VOCABULARY			WORD ANALYSIS			READING			LANGUAGE			ARITHMETIC			COMPOSITE		
Grade	N*	Pre-Test Mean	Post-Test Mean	Months Gain	Pre-Test Mean	Post-Test Mean	Months Gain	Pre-Test Mean	Post-Test Mean	Months Gain	Pre-Test Mean	Post-Test Mean	Months Gain	Pre-Test Mean	Post-Test Mean	Months Gain	Pre-Test Mean	Post-Test Mean	Months Gain
1**	29	1.01	1.74	7.3	1.20	1.72	5.2	0.96	2.08	11.2	1.33	1.89	5.6	1.38	1.88	5.0	1.17	1.87	7.0
2	214	1.96	2.72	7.6	1.97	2.91	9.3	2.05	2.77	7.2	2.20	3.05	8.5	1.94	2.67	7.4	2.02	2.82	8.0
3***	230	2.80	3.32	5.2	0.00	0.00	0.0	2.81	3.50	6.8	3.17	3.87	7.0	2.83	3.56	7.3	2.85	3.53	6.8

* Students present for both pre- and post- tests.
** Includes only students repeating Grade 1 since others do not have pretest score.
*** Comparison of Primary Grade 2 (pretest) to Standard Grade 3 (post-test), therefore Word Analysis comparison not available.

TABLE 2

PRE-POST ACHIEVEMENT GAINS FOR 1973-74 ON IOWA TESTS OF BASIC SKILLS
FOR NONPUBLIC TITLE I STUDENTS IN GRADES 4-8
(Pretest Spring, 1973: Post-Test Spring, 1974)

	VOCABULARY				READING COMPREHENSION				LANGUAGE ARTS				ARITHMETIC				COMPOSITE			
Grade	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain
4	194	3.50	4.62	11.3	239	3.55	4.12	5.7	167	3.86	4.49	6.3	172	3.63	4.41	7.8	164	3.72	4.46	7.4
5	214	4.24	4.88	6.4	269	4.24	4.28	5.8	196	4.34	4.99	6.5	221	4.30	5.06	7.6	196	4.32	5.00	6.9
6	189	4.93	5.90	9.8	229	5.00	6.06	10.5	183	5.17	5.98	8.1	189	5.26	6.10	8.4	181	5.17	6.04	8.8
7	225	6.21	6.84	6.3	283	6.17	7.01	8.5	199	6.36	7.25	8.8	235	6.34	7.10	7.6	198	6.36	7.16	7.9
8	218	7.14	8.16	10.2	260	7.06	7.73	6.6	213	7.34	8.24	9.0	219	7.11	8.06	9.5	212	7.21	8.10	8.9

* Students present for both pre- and post- tests.

In the nonpublic Title I program students may be involved in only one of the following seven programs:

Reading
Mathematics
Reading and Mathematics
Language Arts
Language Arts and Reading
Language Arts and Mathematics
Language Arts, Reading, and Mathematics

Tables 3, 4, and 5 show the amount of gain made in 10 months by students in the Reading program, Mathematics program, and Reading and Math program. The remaining four programs are not reported since the number of students in these programs was too small (2 or less).

Table 6 summarizes the results in terms of test components compared to the programs of Reading, Mathematics, and Reading/Mathematics. From analysis of Table 6 the following conclusions can be drawn: (1) for improving Vocabulary as measured by the Vocabulary subtest of the ITBS, the Reading Program appears to be most efficient; (2) students in both Reading Program and Mathematics Program did equally well on the Reading Comprehension subtest of the ITBS; (3) for improving Math as measured by the Math subtest of the ITBS, the Mathematics Program appears to be the most efficient except for Grade 8; (4) the Reading/Mathematics Program was effective in improving skills in only Grade 5; (5) in overall improvement as measured by the Composite Score on the ITBS, students in the Mathematics Program (except for Grade 5) made greater gains.

The Test of Academic Progress was administered on a pre-post basis at the high school level; however, since the complete roster of identified and eligible Title I students was not available an analysis of this data was not possible.

Although Title I programs differ in many respects such as type of program (reading, arithmetic, etc.), number of students included, whether self-contained classrooms or pull-out program, and amount of time spent by the pupils in the program, they are basically the same in that they are remedial programs. Students must meet a specific criterion level of educational deprivation to be included and the objective of the programs is to raise the achievement level of the students.

Since the basic premise seems to be the same, a comparison was made of achievement gains of Title I nonpublic students, Reading Improvement Team students and Rooms of Fifteen students. This information is presented in Tables 7 and 8. Although the comparison was done in all ITBS subtest areas including Composite Scores, it should be noted that not all programs include all subjects. Some programs, such as RIT, concentrate only on reading, and also, within the nonpublic program, not all students receive training in all subject areas. Therefore, the differences found to exist may or may not be a result of the program.

As can be seen from Table 7, a statistically significant difference exists in only three areas. At grade level 4 the RIT students made significantly greater gains in Language subtest and on the Composite Score, and in grade 8, the nonpublic Title I students made significantly greater gains than the RIT students.

TABLE 3

PRE-POST ACHIEVEMENT GAINS FOR STUDENTS IN READING PROGRAM ON
IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

	VOCABULARY				READING COMPREHENSION				LANGUAGE ARTS				ARITHMETIC				COMPOSITE			
Grade	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain
4	38	2.48	3.61	11.4	43	2.43	3.39	9.6	34	3.06	3.45	3.9	33	2.97	3.52	5.6	33	2.86	3.50	6.3
5	54	3.42	4.09	6.7	65	3.26	3.99	7.3	50	3.56	4.15	5.9	51	3.71	4.49	7.8	50	3.52	4.21	6.9
6	60	3.64	4.71	10.7	67	3.95	5.02	10.7	57	4.20	4.92	7.3	58	4.42	5.22	8.0	57	4.16	5.01	8.5
7	66	4.80	5.23	4.3	77	4.79	5.68	8.8	50	5.06	5.74	6.8	67	5.36	6.14	7.9	50	5.00	5.73	7.4
8	30	5.16	6.32	11.6	35	5.17	6.03	8.7	30	5.70	6.31	6.1	30	5.89	6.85	9.6	30	5.59	6.44	8.5

* Students present for both pre- and post- tests.

TABLE 4

PRE-POST ACHIEVEMENT GAINS FOR STUDENTS IN MATHEMATICS PROGRAM
ON IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

	VOCABULARY				READING COMPREHENSION				LANGUAGE ARTS				ARITHMETIC				COMPOSITE			
Grade	N*	Pre-Test Mean	Post Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain
4	9	3.21	3.90	6.9	23	2.94	3.20	2.7	9	3.14	3.88	7.3	9	3.09	3.96	8.7	9	3.16	3.83	6.8
5	20	4.03	4.13	1.0	22	4.22	4.42	2.0	18	4.10	4.54	4.4	20	3.63	4.50	8.8	18	3.94	4.43	4.9
6	5	5.24	6.04	8.0	5	5.34	6.62	12.8	5	5.02	6.28	12.6	5	4.52	5.70	11.8	5	4.94	6.10	11.6
7	8	5.76	5.66	-1.0	9	5.42	6.33	9.1	8	5.59	6.10	5.1	8	4.84	6.18	13.4	8	5.38	6.13	7.5
8	14	6.03	6.92	8.9	14	6.36	7.13	7.7	14	5.74	6.65	9.1	14	6.14	6.95	8.1	14	6.01	6.88	8.7

* Students present for both pre- and post-tests.

TABLE 5

PRE-POST ACHIEVEMENT GAINS FOR STUDENTS IN READING AND MATH PROGRAM ON IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

	VOCABULARY				READING COMPREHENSION				LANGUAGE ARTS				ARITHMETIC				COMPOSITE			
Grade	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain	N*	Pre-Test Mean	Post Test Mean	Months Gain	N*	Pre-Test Mean	Post-Test Mean	Months Gain
4	4	2.30	3.28	9.8	9	1.98	2.64	6.7	3	3.40	3.33	-0.7	3	2.80	3.30	5.0	3	2.97	3.27	3.0
5	12	2.69	3.32	6.3	18	2.67	3.53	8.6	8	3.08	3.96	8.9	12	3.26	3.64	3.8	8	2.89	3.68	7.9
6**	0	-	-	-	4	3.35	4.43	10.8	0	-	-	-	0	-	-	-	0	-	-	-
7**	0	-	-	-	0	-	-	-	0	-	-	-	0	-	-	-	0	-	-	-
8**	0	-	-	-	0	-	-	-	0	-	-	-	0	-	-	-	0	-	-	-

* Students present for both pre- and post-tests.

** Missing scores indicate 0 students present for pre-post-testing.

TABLE 6

SUMMARY OF GRADES (4-8) WITHIN EACH PROGRAM MAKING THE GREATEST GAINS ON EACH ITBS SUBTEST

SUBTESTS	READING PROGRAM	MATHEMATICS PROGRAM	READING/ MATHEMATICS PROGRAM
VOCABULARY	Grade 4 5 6 7 8		
READING COMPRE-HENSION	Grade 4 8	Grade 6 7	Grade 5
LANGUAGE ARTS	Grade 7	Grade 4 6 8	Grade 5
MATH	Grade 8	Grade 4 5 6 7	
COMPOSITE		Grade 4 6 7 8	Grade 5

TABLE 7

COMPARISON OF ACHIEVEMENT GAINS OF STUDENTS IN TITLE I NONPUBLIC PROGRAM AND STUDENTS IN READING IMPROVEMENT TEAM PROGRAM IN PUBLIC SCHOOLS

	VOCABULARY					READING					LANGUAGE					ARITHMETIC					COMPOSITE				
Grade	Non-public N	Non-public Mean	RIT N	RIT Mean	T	Non-public N	Non-public Mean	RIT N	RIT Mean	T	Non-public N	Non-public Mean	RIT N	RIT Mean	T	Non-public N	Non-public Mean	RIT N	RIT Mean	T	Non-public N	Non-public Mean	RIT N	RIT Mean	T
4	50	1.05	1093	1.12	-0.50	73	0.70	1096	0.87	-1.55	45	0.41	1021	0.76	-3.02*	44	0.60	1065	0.79	-1.96	44	0.60	1003	0.84	-2.83*
5	85	0.52	1192	0.66	-1.26	104	0.63	1190	0.70	-0.61	75	0.58	1161	0.68	-1.17	82	0.74	1176	0.70	0.49	75	0.65	1152	0.69	-0.70
6	64	1.05	1221	0.84	1.00	75	1.09	1220	0.94	1.41	61	0.77	1188	0.83	-0.43	62	0.83	1203	0.69	1.05	61	0.88	1176	0.81	0.68
7	72	0.33	1015	0.44	-0.82	84	0.89	1016	0.98	-0.71	56	0.64	992	0.87	-1.95	73	0.85	1004	0.81	0.34	56	0.72	984	0.79	-0.93
8	41	1.07	951	0.57	2.05*	46	0.80	951	0.90	-0.60	41	0.63	947	0.80	-1.26	41	0.90	952	1.04	-0.70	41	0.81	938	0.85	-0.33

* Significant at .05 level

TABLE 8

COMPARISON OF ACHIEVEMENT GAINS OF STUDENTS IN TITLE I NONPUBLIC PROGRAM AND STUDENTS IN ROOMS OF FIFTEEN PROGRAM IN PUBLIC SCHOOLS

	VOCABULARY					READING					LANGUAGE					ARITHMETIC					COMPOSITE				
Grade	Non-public N	Non-public Mean	R/15 N	R/15 Mean	T	Non-public N	Non-public Mean	R/15 N	R/15 Mean	T	Non-public N	Non-public Mean	R/15 N	R/15 Mean	T	Non-public N	Non-public Mean	R/15 N	R/15 Mean	T	Non-public N	Non-public Mean	R/15 N	R/15 Mean	T
4	50	1.05	145	1.15	-0.59	73	0.70	145	0.75	-0.37	45	0.41	140	0.80	-2.99*	44	0.60	143	0.75	-1.36	44	0.61	139	0.83	-2.35*
5	85	0.52	129	0.83	-2.16*	104	0.63	129	0.78	-1.17	75	0.58	125	0.72	-1.23	82	0.74	126	0.73	0.10	75	0.65	125	0.76	-1.46
6	64	1.05	66	1.24	-0.74	75	1.09	66	1.05	0.29	61	0.77	64	1.10	-1.87	62	0.83	64	1.08	-1.30	61	0.88	63	1.11	-1.54
7	72	0.33	2	-0.20	0.65	84	0.89	2	0.70	0.11	56	0.64	2	1.25	-0.53	73	0.85	2	0.65	1.60	56	0.72	2	0.70	-0.11
8**																									

* Significant at .05 level

** Omitted due to no students at this grade level in R/15

From Table 8 it can be seen that, as with the RIT program, a statistically significant difference exists in only three areas. Again, as in RIT, two of these differences occur at grade level 4 in Vocabulary and on Composite. In both areas the R/15 student gains were significantly greater than the nonpublic Title I student gains. At Grade 5, the R/15 student gain was also significantly greater than the nonpublic Title I gain in Vocabulary skills.

Even though little statistically significant difference exists between the three programs, in analyzing the Means (Table 7) it can be seen that in Language Arts at all grade levels the RIT student Means are greater than the nonpublic student Means; in Reading, except for Grade 6, the RIT Means are greater; and in Vocabulary, except for Grades 6 and 8, the RIT Means are greater. The Means of R/15 and nonpublic (Table 8) indicate that in only 5 of the 16 cases did nonpublic students do as well on the subtests as R/15 students. Again in Language Arts, in all grades, the R/15 student Means are greater than nonpublic Means. This seems to suggest that, even though the difference is not statistically significant at this time, a trend exists toward greater gains in achievement by both the RIT and R/15 program students. This may reflect the differences in actual programs, the difference in budget, or it may be indicative of a problem inherent within the nonpublic program.

Since the nonpublic Title I program conducted during the current year differed from last year's program by the addition of Title I teachers and aides, a comparison was made between the achievement gains of this year's students and last year's students to determine whether the addition of Title I personnel affected the amount of achievement gain made by the students.

The pre-post gains for the 1972-73 school year are presented in Table 9 and for the current year in Table 2. Table 10 shows the comparison of the gains during the two years.

It can be seen from Table 10, that the addition of Title I personnel in the program seems to have had the greatest effect in the area of Vocabulary Skills in which gains made in Grades 4, 5, 6, and 8 exceeded those of the previous year. The next greatest effect was in Language Arts in which gains made in Grades 7 and 8 exceeded those made the previous year. Although gains were achieved in several areas, in eleven of the possible subtest areas, the '72-'73 gains exceeded the '73-'74 gains and on the Composite last year's gains were greater at all grade levels.

This may indicate that the addition of personnel to the nonpublic program is not an effective method of increasing achievement gain in students or it may reflect the trend of lessened achievement gains over the past three years as noted in other programs in the St. Louis School System (see Component I--R/15, and Component II--RIT). This area warrants close scrutiny in the succeeding evaluation efforts.

Since the students in the Title I program must be educationally deprived in order to qualify for the program, it is unlikely even though they may achieve their objective of making 8 months gains in 10 months, that they will score at the national norm. However, it is interesting to note the discrepancy between the Title I students grade equivalent and the national norm. This comparison is made in Tables 11, 12, 13, 14, and 15, for both the current year and last year.

TABLE 9

PRE-POST ACHIEVEMENT GAINS FOR 1972-1973 ON IOWA TESTS OF BASIC SKILLS FOR TITLE I NONPUBLIC STUDENTS IN GRADES 4-8

(Pretest Fall, 1972: Post-test Spring, 1973)

	VOCABULARY				READING				LANGUAGE ARTS				ARITHMETIC				COMPOSITE			
Grade		Pre	Post	Months Gain		Pre	Post	Months Gain		Pre	Post	Months Gain		Pre	Post	Months Gain		Pre	Post	Months Gain
4	205	3.24	4.03	7.9	241	3.18	4.14	9.6	187	3.21	4.15	9.3	190	3.29	4.20	9.0	177	3.21	4.17	9.5
5	172	4.02	4.65	6.3	216	3.95	4.82	8.7	167	4.15	4.92	7.6	158	4.40	5.00	6.0	152	4.18	4.97	7.8
6	204	5.37	6.05	6.7	253	5.20	5.95	7.5	178	5.35	6.17	8.2	202	5.25	6.23	9.7	176	5.32	6.22	8.9
7	181	6.28	7.04	6.6	212	6.16	7.06	9.0	178	6.42	7.14	7.1	178	6.36	7.14	7.8	176	6.30	7.12	8.2
8	187	7.13	7.94	8.0	228	7.09	8.00	9.0	180	7.56	8.28	7.1	185	7.06	8.13	10.7	179	7.23	8.18	9.5

TABLE 10

COMPARISON OF PRE-POST* ACHIEVEMENT GAINS MADE BY TITLE I NONPUBLIC STUDENTS IN 1972-73 AND 1973-74 ON IOWA TESTS OF BASIC SKILLS

	VOCABULARY			READING COMPREHENSION			LANGUAGE ARTS			ARITHMETIC			COMPOSITE		
Grade	72-73 Mean Gain	73-74 Mean Gain	Difference	72-73 Mean Gain	73-74 Mean Gain	Difference	72-73 Mean Gain	73-74 Mean Gain	Difference	72-73 Mean Gain	73-74 Mean Gain	Difference	72-73 Mean Gain	73-74 Mean Gain	Difference
4	7.9	11.3	+3.4	9.6	5.7	-3.9	9.3	6.3	-3.0	9.0	7.8	-1.2	9.5	7.4	-2.1
5	6.3	6.4	+0.1	8.7	5.8	-2.9	7.6	6.5	-1.1	6.0	7.6	+1.6	7.8	6.9	-0.9
6	6.7	9.8	+3.1	7.5	10.5	+3.0	8.2	8.1	-0.1	9.7	8.4	-1.3	8.9	8.8	-0.1
7	6.6	6.3	-0.3	9.0	8.5	-0.5	7.1	8.8	+1.7	7.8	7.6	-0.2	8.2	7.9	-0.3
8	8.0	10.2	+2.2	9.0	6.6	-2.4	7.1	9.0	+1.9	10.7	9.5	+1.2	9.5	8.9	-0.6

* In 1972-73 the pretest was administered in Fall '72 and post-test in Spring, '73.
In 1973-74 the pretest was administered in Spring, '73 and post-test in Spring, '74.

In general, it appears that (for 1973 and 1974) the amount of difference between nonpublic Means and national norms seemed to increase up to Grade 5, and then stabilize or decrease somewhat. The greatest amount of difference between national norms and nonpublic Means occurred in Grade 8 (1974) ranging from 0 in Vocabulary to 1 year 2 months in Reading. It is interesting to note that the greatest and smallest amount of difference occurred in two highly related subtests - Vocabulary and Reading.

Recent research indicates a high correlation between these areas which suggests that children who have a high level of mastery of one area will have a correspondingly high level of the other area. In view of this research the discrepancy found to exist in Grade 8 warrants further investigation.

TABLE 11

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974 TO NATIONAL NORMS ON VOCABULARY SUBTEST OF IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

Grade	*1. Post-test Mean Spring, 1973*	*2. Nat'l Norm*	*3. Difference (Col. 1-Col. 2)*	*4. Post-test Mean Spring, 1974*	*5. Nat'l Norm**	*6. Difference (Col. 4-Col. 5)*
4	*4.0*	*4.8*	*-0.8*	*4.6*	*4.8*	*-0.2*
5	*4.7*	*5.8*	*-1.1*	*4.9*	*5.8*	*-0.9*
6	*6.0*	*6.8*	*-0.8*	*5.9*	*6.7*	*-0.8*
7	*7.0*	*7.8*	*-0.8*	*6.8*	*7.7*	*-0.9*
8	*7.9*	*8.8*	*-0.9*	*8.7*	*8.7*	*0.0*

** Tests administered to Grades 4 and 5 in May; to Grades 6, 7, 8 in April.*

TABLE 12

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974 TO NATIONAL NORMS ON READING SUBTEST OF IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

Grade	1. Post-test Mean Spring, 1973	2. Nat'l Norm	3. Difference (Col. 1-Col. 2)	4. Post-test Mean Spring, 1974	5. Nat'l Norm*	6. Difference (Col. 4-Col.5)
4	4.1	4.8	-0.7	4.1	4.8	-0.8
5	4.8	5.8	-1.0	4.3	5.8	-1.6
6	6.0	6.8	-0.8	6.1	6.7	-0.8
7	7.0	7.8	-0.8	7.0	7.7	-0.9
8	8.0	8.8	-0.8	7.7	8.7	-1.2

* Tests administerted to Grades 4 and 5 in May; tp Grades 6, 7, 8 in April.

TABLE 13

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974 TO NATIONAL NORMS ON LANGUAGE SUBTEST OF IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

Grade	1. Post-test Mean Spring, 1973	2. Nat'l Norm	3. Difference (Col. 1-Col. 2)	4. Post-test Mean Spring, 1974	5. Nat'l Norm*	6. Difference (Col. 4-Col. 5)
4	4.2	4.8	-0.6	4.5	4.8	-0.3
5	4.9	5.8	-0.9	5.0	5.8	-0.8
6	6.2	6.8	-0.6	6.0	6.7	-0.7
7	7.1	7.8	-0.7	7.3	7.7	-0.4
8	8.3	8.8	-0.5	8.2	8.7	-0.5

* Tests administered to Grades 4 and 5 in May; to Grades 6, 7, 8 in April.

TABLE 14

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974 TO NATIONAL NORMS ON ARITHMETIC SUBTEST OF IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

Grade	1. Post-test Mean Spring, 1973	2. Nat'l Norm	3. Difference (Col. 1-Col. 2)	4. Post-test Mean Spring, 1974	5. Nat'l Norm*	6. Difference (Col. 4-Col. 5)
4	4.2	4.8	-0.6	4.4	4.8	-0.4
5	5.0	5.8	-0.8	5.1	5.8	-0.7
6	6.2	6.8	-0.6	6.1	6.7	-0.6
7	7.1	7.8	-0.7	7.1	7.7	-0.6
8	8.1	8.8	-0.7	8.1	8.7	-0.6

* Tests administered to Grades 4 and 5 in May; to Grades 6, 7, 8 in April.

TABLE 15

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974 TO NATIONAL NORMS ON COMPOSITE SCORE OF IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

Grade	1. Post-test Mean Spring, 1973	2. Nat'l Norm	3. Difference (Col. 1-Col. 2)	4. Post-test Mean Spring, 1974	5. Nat'l Norm*	6. Difference (Col. 4-Col. 5)
4	4.2	4.8	-0.6	4.5	4.8	-0.3
5	5.0	5.8	-0.8	5.0	5.8	-0.8
6	6.2	6.8	-0.6	6.0	6.7	-0.7
7	7.1	7.8	-0.7	7.2	7.7	-0.5
8	8.2	8.8	-0.6	8.1	8.7	-0.6

* Tests administered to Grades 4 and 5 in May; to Grades 6, 7, 8 in April.

In eight of the 22 nonpublic schools, the Title I program included the use of the Hoffman Reading Lab and in one of these 8 schools the Hoffman Math Lab was also used. In order to determine whether this program contributed to greater gains in student achievement than the regular program a t[1] test was computed on ITBS gain scores for students in both groups. The results are presented in Table 16. (There were no significant differences on the pretests at any grade level.)

As can be seen from Table 16, in twelve of the comparisons the means of the students in the regular Title I program were somewhat higher than those of the Hoffman Reading Lab, and in twelve, the reverse was true. In one instance, Grade 7, Arithmetic, the Means were the same. In only one instance, Grade 5, Language, was the difference significant. This seems to suggest that the Hoffman Reading Lab and the traditional Title I program are equally effective in improving achievement.

In order to determine whether the Title I program had an effect on the students' self-concept, a pre-post questionnaire (Appendix A) was administered to students in the program and to a control group in eight randomly selected nonpublic schools. Students in the control group were randomly selected from the non-Title I students within each grade level in each school to equal the number in the Title I program. A comparison of the pre-post results are presented in Table 17. The gains reported for program students and control students were obtained by subtracting the post-test scores from the pretest scores. The difference between program and control students was obtained by subtracting the control students' gain from the program students' gain.

As can be seen from this table very little difference was found to exist between the pre- and post-tests for either group or between the two groups. The greatest positive difference was found to exist for Title I students on pretests in school C which did not return the post-tests for the control group and, therefore, no comparison can be made.

Several limitations should be considered in discussing these results. First, the teachers reported that in many instances the students did not seem to understand the task and either marked more than one response or marked indiscriminately. Secondly, they indicated that the students often did not understand the questions and, therefore, were unable to respond. The teachers also stated that they felt the same form was inappropriate when used with all grade levels. In addition, the test administration varied (i.e., some teachers read the items to the class, others did not, some used monitors while testing, and others did not).

In view of the results obtained and the limitations, no valid conclusions can be drawn from this information except to improve the design and administrations of such an instrument.

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[1] *In situations where both the experimental and control groups are pre- and post-tested, the most appropriate analysis would involve an analysis of covariance using the pretest Means as the covariate. However, due to the time constraints involved, this type of analysis was not possible.*

TABLE 16

COMPARISON OF ACHIEVEMENT GAINS OF STUDENTS PARTICIPATING IN HOFFMAN PROGRAM AND STUDENTS NOT PARTICIPATING IN HOFFMAN PROGRAM

	VOCABULARY					READING					LANGUAGE					ARITHMETIC					COMPOSITE				
Grade	Hoff-man N	Hoff-mann Mean	Non Hoff-man N	Non Hoff-man Mean	T	Hoff-man N	Hoff-man Mean	Non Hoff-man N	Non Hoff-man Mean	T	Hoff-man N	Hoff-man Mean	Non Hoff-man N	Non Hoff-man. Mean	T	Hoff-man N	Hoff-man Mean	Non Hoff-man N	Non Hoff-man Mean	T	Hoff-man N	Hoff-man Mean	Non Hoff-man N	Non Hoff-man Mean	T
4	23	1.08	29	0.99	0.29	23	0.57	56	0.65	-0.27	23	0.58	23	0.28	1.35	23	0.76	23	0.59	0.80	23	0.71	22	0.50	1.38
5	17	0.39	75	0.58	-0.69	17	0.36	93	0.69	-1.08	17	0.29	63	0.73	-2.46	17	0.88	67	0.73	0.56	17	0.51	60	0.72	-1.48
6	22	1.36	43	1.00	0.87	24	1.06	52	1.17	-0.53	21	1.03	41	0.73	1.10	21	0.94	42	0.88	0.26	21	1.07	41	0.88	0.92
7	39	0.46	36	0.13	1.33	47	0.85	39	0.96	-0.46	38	0.52	21	0.87	-1.53	38	0.84	38	0.84	0.01	38	0.67	21	0.85	-1.16
8	22	1.20	20	0.97	0.50	27	0.79	29	0.62	0.59	22	0.56	20	0.77	-0.78	22	0.87	20	0.96	-0.21	22	0.80	20	0.88	-0.38

* Significant at .05 level (Two tailed test). In some instances these t values are derived from separate variance estimates when appropriate.

TABLE 17

COMPARISON OF PRE-POST GAINS FOR STUDENTS IN THE TITLE I PROGRAM AND CONTROL GROUP STUDENTS ON THE SELF-CONCEPT INVENTORY

	PRIMARY			MIDDLE			UPPER		
SCHOOL	GAIN FOR PROGRAM STUDENTS	GAIN FOR CONTROL STUDENTS	DIFFERENCE	GAIN FOR PROGRAM STUDENTS	GAIN FOR CONTROL STUDENTS	DIFFERENCE	GAIN FOR PROGRAM STUDENTS	GAIN FOR CONTROL STUDENTS	DIFFERENCE
A	- 7	- 2	- 2	- 3	0	- 3	+ 3	+ 4	+ 1
B	-11	- 1	-10	- 3	+ 2	- 1	___*	___*	___
C	+ 6	___*	___	+14	___*	___	+ 4	___*	___
D	0	- 3	- 3	- 3	0	- 3	0	+ 2	+ 2
E	___*	___*	___	+ 2	- 1	+ 1	+ 1	+ 2	+ 1
F	- 7	- 4	- 3	+ 2	+ 1	+ 1	+ 1	+ 3	+ 2
G	- 5	___*	___	0	+ 2	+ 2	+ 3	- 4	- 1
H	___*	- 1	___	+ 1	- 2	- 1	- 1	- 2	- 1

* Questionnaire not returned

One of the objectives of the nonpublic Title I program is to improve the teaching skills of all teachers involved in teaching eligible Title I students. Two approaches were used to obtain information concerning whether this objective was met. The first is the Workshop Evaluation Form (Appendix B) which is administered immediately following each workshop. The information gained from this questionnaire serves not only as part of this evaluation but is returned to the workshop leaders as part of an ongoing evaluation. Eight workshops were presented. These were all coordinated by the Inservice Center Staff and included the following areas:

I	9/13/73 & 9/14/73	Hoffman Workshop
II	9/27/73	Orientation, Remedial Reading and Remedial Math Techniques
III	11/1/73	Diagnosis and Prescription
IV	1/2/74 (A.M.)	Reading Program
V	1/2/74 (P.M.)	Teacher-Made Activities
VI	5/23/74	Creative Methods
VII	6/5/74	Diagnosis and Prescription
VIII	6/7/74	Disruptive Behavior

The total number of individuals attending the workshops is shown in Table 18.

TABLE 18

TOTAL NUMBER OF NONPUBLIC PERSONNEL ATTENDING WORKSHOPS

WORKSHOP	DATE	NUMBER OF TEACHERS	NUMBER OF AIDES	NOT INDICATED	TOTAL NUMBER
I	9/13/73 & 9/14/73	NOT EVALUATED			
II	9/27/73	NOT EVALUATED			
III	11/1/73	13	13	0	26
IV	1/2/74 (A.M.)	14	11	2	27
V	1/2/74 (P.M.)	14	11	1	26
VI	5/23/74	10	6	1	17
VII	6/5/74	16	13	2	31
VIII	6/7/74	14	11	5	30

The results of the questionnaires from these workshops are shown in Table 19. These results indicate that the highest percentage of teachers responded favorably to Workshops VIII, Disruptive Behavior, (100%); III, Diagnosis and Prescription, (99%); and IV, Reading Programs, (93%); while the least percent of favorable responses (79%) was received by Workshop VI, Creative Methods. In general, it appears that the workshops were seen as helpful by the teachers.

In addition to the information in Table 19, the teachers were asked to indicate the important ideas they derived from the workshop, the ideas they intended to use in their classrooms and to make suggestions for improving the workshops. The ideas and suggestions mentioned included those indicated on the New Techniques Questionnaire (summarized in Appendix C). In regard to suggestions for future workshops, most comments simply indicated they enjoyed (or didn't enjoy) the workshop (i.e., "It was an excellent workshop", "Very helpful", or "I didn't get much out of this workshop", "Boring!"); however, the following specific suggestions were made:

1. *Devote less time to making games since they are available in the schools.*
2. *Have separate workshop for math teachers.*
3. *Have a discussion workshop for Hoffman problems.*
4. *Meet monthly to share ideas, to learn, and to 'air grievances'.*
5. *Have orientation workshop with good ideas at beginning of year.*
6. *Have more workshops in which participants actively participate.*
7. *Have workshop teachers who can relate to St. Louis school problems.*

In general, the majority of the comments were favorable and most participants indicated the items presented were practical and they especially liked having their own teachers present the workshops.

In order to determine whether the ideas presented in the inservice programs were utilized by the teachers in their classrooms, a questionnaire, "New Classroom Techniques", was administered in April, 1974 (Appendix D). The results of this questionnaire are presented in Table 20.

Of the 19 teachers, 13 responded to the questionnaires (8 reading, 3 math, and 2 who indicated they taught both reading and/or language arts). All 13 indicated they had tried some new technique in their classrooms this year. The 13 techniques described are presented in Appendix C. Three of the teachers indicated the technique was totally original, nine indicated they had gotten it from somewhere else and modified it, and one indicated he/she had gotten it from somewhere else and made no changes in it.

Of the 13 teachers only 2 reading teachers stated they had gotten the idea they regarded as most significant or interesting from the Inservice Center Workshops.

TABLE 19

RESULTS OF QUESTIONNAIRES FROM WORKSHOPS III, IV, V, VI, VII, AND VIII*

	AGREE						DISAGREE					
	WORKSHOP						WORKSHOP					
QUESTION	III	IV	V	VI	VII	VIII	III	IV	V	VI	VII	VIII
1. Content was good	26	26	25	13	26	30	0	1	1	4	5	0
2. Leader was interested	26	27	20	16	27	30	0	0	2	1	3	0
3. Leader made statement of goals	26	23	22	12	26	30	0	1	2	5	3	0
4. Leader knew what he was talking about	25	27	24	14	30	30	0	0	2	3	1	0
5. Felt at ease	26	24	23	14	24	29	0	2	2	3	5	1
6. Well organized	25	25	22	13	25	30	0	2	4	4	6	0
7. Would recommend workshop	26	23	22	12	25	30	0	4	3	5	3	0
8. Could share ideas learned	26	26	23	13	25	30	0	1	3	4	5	0
** Total Number	206	201	181	107	208	230	0	11	19	29	31	1
** Total Percent	99%	93%	87%	79%	84%	100%	0	5%	9%	21%	13%	0

* No Results available for Workshop I and II:

** Totals may not equal 100 due to 'No Response' answers.

TABLE 20

SUMMARY OF RESPONSES FROM NEW CLASSROOM TECHNIQUES QUESTIONNAIRE

	NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
Please Check one: ____ Title I Reading teacher in a nonpublic school	8	62%
____ Title I Math teacher in a nonpublic school	3	23%
____ Title I Language Arts teacher in a nonpublic school		
____ Other (Reading and/or Math and Language Arts)	2	15%
TOTAL	13	100%

1. Please think of the various techniques which you yourself have tried out in your own classroom during the past school year.

Please check one: ____ I have tried some.	13	100%
____ I have tried none.		
(If none, Please skip to question 8) TOTAL	13	100%

We would like you to consider the new classroom technique which you regard as most significant or interesting. Please describe it briefly. What specifically did you do?______________________

2. The classroom technique you just described can be "original with you" (i.e., you invented it), or you "got it from somewhere else". Please check below the position that best describes your technique.

1 ____ Original with me(to the best of my knowledge).	3	23%
2 ____ Got it somewhere else and made major changes .	4	31%
3 ____ Got it somewhere else and made minor changes .	5	38%
4 ____ Got it somewhere else without making any changes.	1	8%
TOTAL	13	100%

TABLE 20 (Cont.)

	NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
3. If not totally original, where did you get it? (Check as many as apply.)		
____ Inservice Center Workshop	2	15%
____ Teacher in this school	1	8%
____ My Principal		
____ Magazine, journal or newspaper	2	15%
____ District Workshop		
____ Workshop, conference or institute outside the school system	1	8%
____ Book	2	15%
____ Student		
____ Local curriculum materials		
____ Teacher in another school	2	15%
____ Outside consultants	3	23%
____ University class	2	15%
____ Supervisor, coordinator, curriculum specialist	2	15%
____ A parent		
____ Guidance or social worker		
____ Reading Clincs	1	8%
4. How did you hear about it? (Check as many as apply.)		
____ Formal explanation	2	15%
____ Informal explanation	3	23%
____ Observed it in use	3	23%
____ Special demonstration	1	8%
____ Audiovisual (film, TV, slides, tape, etc.)	2	15%
____ Written account	3	23%
____ Other(Clinics, college class)	2	15%

TABLE 20 (Cont.)

5. As far as you know, to what extent is the technique you described being used by other teachers? (Please check one)

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
1	____ To a great extent (at least once weekly)	1	36%
2	____ Quite a bit (at least once a month)	1	
3	____ To some extent (once every two or three months)	2	
4	____ A little (two or three times a year)	3	45%
5	____ Not at all	2	
6	____ I do not know	2	19%
	TOTAL	12	100%

6. How often in the past year have you told other teachers about this particular classroom technique?

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
1	____ Often	2	84%
2	____ Several times	8	
3	____ Once or twice	2	16%
4	____ Never	0	
	TOTAL	12	100%

7. To what extent are you likely to use this technique you have just described again?

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
1	____ To a great extent (at least once weekly)	7	92%
2	____ Quite a bit (at least once monthly)	4	
3	____ To some extent (once every two or three months)	1	
4	____ A little (two or three times a year)	1	8%
5	____ Not at all	0	
	TOTAL	13	100%

TABLE 20 (Cont.)

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
8.	To what extent do you feel that new techniques are being used in other classrooms in your school to improve learning?		
1 ____	To a great extent (at least once weekly)	1	84%
2 ____	Quite a bit (at least once monthly)	4	
3 ____	To some extent (once every two or three months)	5	
4 ____	A little (two or three times a year)	1	16%
5 ____	Not at all	1	
	TOTAL	12	100%
9.	Looking at yourself as a teacher, how much time and energy do you put in on classroom techniques---ones you have discovered or adapted?		
1 ____	A lot	5	92%
2 ____	Quite a bit	7	
3 ____	Some	1	8%
4 ____	A little	0	
5 ____	None	0	
	TOTAL	13	100%
10.	During this past year, about how many new classroom techniques would you say you tried out?		
1 ____	0-1	0	0
2 ____	2-4	0	0
3 ____	5-8	7	56%
4 ____	9-12	6	46%
5 ____	13 or over	0	0
		13	

TABLE 20 (Cont.)

	NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
11. If they were not totally original, where did you get them? (Check as many as apply)		
____ Inservice Center Workshop	9	70%
____ Teachers in the school	4	31%
____ My Principal	1	8%
____ Magazine or journal	9	70%
____ District Workshop	1	8%
____ Workshop, conference or institute outside the school system	2	15%
____ Book	6	46%
____ Student	0	0
____ Local curriculum materials	6	46%
____ Teacher in another school	5	38%
____ Outside consultants	2	15%
____ University class	4	31%
____ Supervisor, coordinator, curriculum specialist	7	56%
____ A parent	0	0
____ Guidance, or social worker	1	8%
____ Reading Clinc	1	8%
12. How many of the new classroom techniques, that you have tried, would you use again?		
1 ____ 0-1	0	0
2 ____ 2-4	3	23%
3 ____ 5-8	6	46%
4 ____ 9-12	3	23%
5 ____ 13 or over	1	8%
	13	

Thirty-six percent of the teachers indicated that the technique they described was being used more than once every 2-3 months by other teachers, 45% stated it was being used infrequently (2-3 times a year), and 19% did not know how often it was being used. However, 84% stated that other new techniques are being used in other classrooms in their school to some extent (more than 2-3 times monthly). Eighty-four percent stated they had told other teachers about the technique several times while 16% stated they had told others about it only once or twice.

Ninety-two percent said they were likely to use the technique in the future more than once every 2-3 months, and 8% said they would use it very little (2-3 times a year).

The majority of the teachers (92%) indicated they spent quite a bit of time and energy working on new techniques to improve their teaching.

In addition to the information on the most significant technique the teachers had tried, all of the teachers stated they had tried between 5 and 12 other new classroom techniques this year. Seventy percent indicated they had gotten some of these ideas from the Inservice Center Workshops, and 100% of the teachers said they would use the ideas again.

In summary, it would appear that while teachers are using the ideas and techniques from the Inservice Center Workshops the most significant or interesting techniques were from some other source. It also seems that the teachers spend quite a lot of time working on new techniques and share their ideas with other teachers. This may suggest that some workshops involving the exchanging of teacher ideas rather than Inservice Center directing the workshops might be beneficial to the teachers.

Questionnaires were sent to the Title I teachers (N=19), aides (N=19), principals of the participating schools (N=22), and members of the Advisory Council (N=7) in order to gain information concerning their perception of the program and their suggestions for improvement. Copies of these questionnaires can be found in Appendix E, F, G, and H. Comparable questions were asked of each group in order to determine whether the program was perceived differently by different groups.

When asked about the advantages and disadvantages of having Title I personnel in nonpublic schools 88% of the principals and 84% of the teachers indicated there were advantages. Six percent of the principals indicated no advantages, 6% of the principals and 4% of the teachers did not respond to the item. The advantages listed by principals and teachers were very similar and included the benefits of providing additional, individual, remedial help to the students, more materials and equipment, the opportunity to exchange ideas and skills, and less discipline problems. Sixty-one percent of the principals and 20% of the teachers indicated there were disadvantages in having Title I personnel in nonpublic schools. Twenty-two percent of the principals and 32% of the teachers indicated no disadvantages, and the remainder did not respond to this item. Among the principals' responses there was little agreement as to the type of disadvantages. Those listed included the problems caused by hiring the teacher after the planning had been accomplished, the difference in holidays, teachers not being prepared, teachers carrying tales from one school to another, *and the difference in philosophy. The teachers also saw the difference in philosophy as being a disadvantage, and also mentioned personnel problems between Title I teacher and principal and equipment sharing as disadvantages.*

A question was asked concerning the use of the Title I teacher aide. Seventy-two percent of the principals indicated the aide had been used effectively, twenty-two percent indicated they had not, and six percent did not respond. The principals suggested that inservice training and planning for the aides would be helpful and that the aides work more with the students. Eighty-eight percent of the teachers indicated the aide had been helpful, eight percent were doubtful, and four percent said the aide was not available. The teachers in general listed the following ways in which they had used the aide:

Working with students	*72%*
Correcting papers	*68%*
Preparing materials	*52%*
Keeping records	*44%*
Care and use of Audiovisual equipment	*36%*
Distribute and collect materials	*20%*
Bulletin boards	*16%*

Seventy-five percent of the aides felt their time had been used effectively, six percent felt it had not, six percent were undecided, and thirteen percent did not respond. One hundred percent stated they worked directly with the students on activities such as games (69%), individual student problems (31%), flashcards (25%), storytelling (25%), and reading (19%). The three activities listed most often as the one activity they did most were: working with students, checking papers, and reinforcing skills. The majority of the aides felt that working with the students was the most important activity they engaged in. In general, the principals, teachers, and aides view the aides working with the students as being desirable; however, the principals would like to see the aides working more with the students.

A question concerning the use of the audiovisual equipment was asked of principals and teachers. The responses indicated that the equipment is kept in various places including Resource Centers, classrooms, supply rooms, audiovisual rooms, Title I rooms, and the office. Regarding the use of audiovisual equipment, 100% of the principals who responded and 96% of the teachers indicated that the equipment was used by both Title I and non-Title I personnel. One teacher stated that it was used by Title I only. (Since 100% of the principals who responded indicated both Title I and non-Title I, this teacher may have been one of the schools from which no questionnaire was returned by the principal.)

In response to the question whether the audiovisual equipment was available to the Title I teacher when he/she wanted it, 94% of the principals said it was always available, and 6% said it was available most of the time. The teachers, however, did not perceive the situation in exactly the same way in that 52% stated it was always available, 40% said that it was available most of the time, and 8% indicated it was rarely available.

Since the Title I equipment is designated for use by the Title I teacher with students in the program and should therefore be available for this purpose at all times, the information concerning the fact that this is not the case in all instances was given to the Coordinator of the Nonpublic Program, the Director of Program and Planning, and the Director of Federal Programs so that appropriate steps could be taken to correct this situation. Meetings will be held with the nonpublic school personnel to reinforce the importance of the Title I teachers' use of the Title I equipment, and a close check will be kept to insure the correct use of equipment in the future.

Sixty-seven percent of the principals and forty-four percent of the teachers indicated a need for additional audiovisual equipment. Both teachers and principals wanted the Hoffman equipment, cassettes, primary typewriter, record player and overhead projector. In addition, the teacher mentioned the need for listening materials, Language Master, Systems 80, and TV. Thirty-two percent of the teachers indicated problems with the audiovisual equipment including broken equipment and the need to shift it from one school to another. No principals reported problems of this sort.

The principals, teachers, and aides were asked about their perception of the role of the Coordinator of the Nonpublic Program. The responses from all three groups indicated that there was confusion about the role of the Coordinator. In many instances, the Coordinator's duties were confused with those of the person in charge of audiovisual equipment. In other instances, duties such as supervising students and making bulletin boards were attributed to the Coordinator. This would suggest that perhaps a job description or role clarification is needed and should be communicated to principals, teachers and aides. The principals did indicate that the Coordinator had been helpful in supplying information to them. The teachers felt the Coordinator had been helpful in providing advice and materials and in curriculum and instructional improvement.

Suggestions by the principals for ways in which the Coordinator could be helpful in the future included visiting the school more frequently, requiring specific objectives, hiring teachers earlier, working with teachers to improve their skills, and taking care of the program totally through the teachers. The teachers felt the Coordinator could be helpful in the future by being more available for consultation and by giving suggestions and help, providing orientation in guidelines and expectations of teachers and aides, and providing diagnostic test information. The aides suggested that the Coordinator provide a workshop concerning rules and regulations, that they be allowed to continue their education at Harris and that they have meetings and discuss problems. All of the teachers indicated a need for a full-time Coordinator.

A question was asked of the teachers concerning their use of the Hoffman Program materials. All who used it indicated they liked it and 12% of those who did not have it said they would like to use it next year. It is interesting to note that despite the teachers' enthusiasm for the program, the ITBS test results indicate no statistically significant difference between gains made by the students using Hoffman and those not using the Hoffman. This might suggest that while the Hoffman Program may not be a more effective teaching method than the standard Title I curriculum from the standpoint of student achievement gain its usefulness lies in the teachers' enthusiasm for using it.

Suggestions for improving the program were requested from principals, teachers, and aides. Eighty-eight percent of the principals made suggestions, six percent indicated everything was fine, and six percent did not respond. The most frequently made suggestions included the need for a diagnostic test, hiring teachers earlier, better screening of teachers, lower degree of deprivation for students in the program, full-time rather than part-time teachers, more efficient way of running the program, more money for supplies, better communication between principals, teachers, and Coordinator, definition of responsibilities, examination of block numbers, and full-time Coordinator.

Seventy-two percent of the teachers made suggestions and 28% did not respond. Teachers' suggestions included having inservice before school opens with practical ideas and procedures for remedial programs, better placement measure, full-time coordinator, Title I material located in one area, more organization, traveling library, individual conference with administrators, no split days, better rooms, smaller class loads, explanation of evaluation of teachers, better selection of aides, and more communication between principal, teacher, and Coordinator.

Sixty-nine percent of the aides made suggestions and 31% did not respond. Their suggestions included enforcing the guidelines, better space, limiting the number of students and a better way of receiving equipment.

In summary, the principals, teachers, and aides seemed to agree that the program was beneficial to the students and was, for the most part, successful. The implementation of their suggestions of hiring the teachers earlier, screening teachers and aides, providing inservice training, more communication between those involved, etc. might help alleviate the aspects of the program that were perceived as problems. A clarification of the use of Title I audiovisual equipment is currently being made to the personnel involved and this situation should be corrected in the 1974-75 year's program.

A summary of the results of the Advisory Council Questionnaire (Appendix H) is presented in Table 21. Of the seven members on the council, six responded to the questionnaire (since they were sent at the end of the school year, it is likely that the remaining member was on vacation).

Table 21 indicates that 83% of those responding felt the number of council members were sufficient while 17% were undecided. They all felt free to offer suggestions, felt the council was representative of nonpublic school interests, and that the nonpublic school personnel helped them to contribute to committee decisions. Eighty-three percent indicated that the council contributed to improving communication, that it functioned well in offering suggestions and making recommendations, and that the recommendations they made were accepted and implemented. One person disagreed that the council functioned well and while no explanation was given, the individual's suggestions indicate that they felt the council's task should not be to convey information to the nonpublic schools but rather should plan programs and advise public school people of nonpublic needs. One hundred percent of the council members indicated the need for a full-time Coordinator. The following suggestions were made concerning issues that had not as yet been resolved and ways for improving the work of the council, improving objectives, etc.

TABLE 21

SUMMARY OF RESULTS OF NONPUBLIC ADVISORY COUNCIL QUESTIONNAIRE

Question	Agree	Undecided	Disagree
1. Number of members sufficient	83% (5)	17% (1)	
2. Free to offer suggestions	100% (6)		
3. Committee representative of interests	100% (6)		
4. Personnel helped me contribute	100% (6)		
5. Committee contributes to improving communication	83% (5)	17% (1)	
6. Committee functioned well	83% (5)		17% (1)
7. Recommendations accepted and implemented	83%	17% (1)	
8. Coordinator should be: Full-time: 6 Part-time: 0			

1. Determine when meeting should be called.
2. Determine what information should be made available to whom.
3. Involve nonpublic personnel at the highest level of decision making in the city to insure equitable services to nonpublic and public schools.
4. Council should advise the public school people of nonpublic school needs; take the lead in planning programs; and monitor project activities and propose changes.
5. Need better communications between Council members and nonpublic school principals.
6. Need more meetings with Director of Federal Programs.
7. Council members should give chairman ideas for the agenda.

8. Coordinator should be prepared with data requested and other data that would be helpful.
9. Copies of data should be prepared for each member of the council by the Coordinator.
10. Two "old" members should withdraw from the council and two new ones be named.

Although there were many suggestions made, the results seem to indicate that the council members felt the council had functioned adequately and contributed to the success of the program.

CONCLUSIONS AND RECOMMENDATIONS

The results of the achievement data indicate that except for Grade 6 the Title I nonpublic program fell somewhat short of their achievement objective. The students improved their skills in all areas tested but did not show an 8 month gain in all areas. At Grade 5 the objective was not achieved in any area tested while in Grade 4 it was achieved in only Vocabulary. Since the normal amount of gain expected for the average student is 10 months, the average gains achieved by these students indicate there is much to be done to close the gap between where the students are and where they are expected to be according to the national norms. (It should be noted that not all students participated in all programs.)

It is recommended that special consideration be given to Grade 5 in which the objective was not achieved in any area to determine the reason for this lack of gain. In addition, the discrepancy between Grade 4's achievement gain in Vocabulary and Reading should be investigated to determine why there seems to be such a small amount of transfer of training between two such highly related areas.

In looking at the separate programs it appears that, except for Grade 5, students in both the Reading Program and Math Program did equally well. Since the other programs had so few students (two or less) no statement concerning their effectiveness is possible. It is suggested that both the Reading Program and Math Program be continued, and that Grade 5 be considered in terms of why this particular grade differs from all other grades. Since so few students are involved in the other programs, it is questionable whether these programs are necessary. It is suggested that the possibility of placing these students in one of the other programs be considered.

In terms of improvement of student self-concept, little difference was found between pre- and post-scores or between Title I students and Control students. This would suggest that inclusion in the Title I program does not affect student self-concept; however, in view of the limitations discussed earlier, this may not be an accurate statement. It is recommended that self-concept be looked at again next year through the use of a more efficient instrument.

The effect of inservice training was evaluated by a questionnaire administered after each workshop and a questionnaire dealing with new techniques the teachers had used. The results indicated that the teachers had utilized some of the ideas gained from the workshops; however, these ideas were not mentioned as frequently as ideas obtained from other sources. It is suggested that, in order to insure that the teachers find the workshops helpful, a survey or needs assessment be made of the nonpublic Title I teachers and aides, and this information used in planning the workshops for the future. In addition, workshops involving exchange of teacher ideas might be beneficial.

In considering the effects on student achievement of the addition of Title I personnel to the nonpublic program a comparison was made of this year's and last year's gains. The results indicate that the addition of personnel to the program did not result in an appreciable increase in achievement. This may simply reflect the trend of decreasing student achievement noted in other Title I programs rather than relate to the addition of personnel to the program. On the other hand it may indicate a problem within this year's program. On the questionnaires both principals and teachers indicated advantages and disadvantages of having Title I personnel in nonpublic schools; however, the advantages cited were considerably more numerous than the disadvantages. It may be helpful to consider the disadvantages mentioned by the personnel involved along with the components of the program to determine why the addition of personnel did not have a more positive effect on student achievement.

Since the Hoffman Reading Lab was used in several schools a comparison was made between students using Hoffman Reading Lab and students using only standard Title I materials. Little difference was found between the achievement gains of the two groups. However, on the teachers' questionnaire those teachers who had used the Hoffman indicated that they had liked it, and the teachers who had not used it said they wanted it. Although the teachers liked the program, considering the cost of the Hoffman Reading Labs and the fact that achievement gains were no greater than with the standard program, it is suggested that Hoffman Reading Labs not be included in additional schools until a more thorough evaluation can be made.

Both the principals and teachers indicated that the Title I teacher aides had been a helpful addition to the program; however, it might be worthwhile to provide inservice training at the beginning of the year for both teachers and aides to clarify their role and to discuss methods of using their time more effectively.

The questionnaire results indicated that both Title I and non-Title I teachers used the Title I equipment, and while the principals stated that it was always available for use by the Title I teachers, only 52% of the teachers stated that it was always available. Since the Title I equipment is designated for use by the Title I teacher with students in the program and should therefore be available for this purpose at all times, the information concerning those teachers who felt this is not the case in their schools was given to the Coordinator of the program, the Director of Program and Planning, and the Director of Federal Programs so that appropriate steps could be taken to correct this situation. The personnel involved will be apprised of the situation and the importance of the availability of the Title I equipment to Title I teachers will be emphasized. In addition, a close check will be kept to insure the correct use of the equipment in the future.

Responses to the principal, teacher, and aide questionnaire indicated a confusion concerning the role of the Coordinator of the program. This seems to suggest that a detailed job description or role clarification should be made and communicated to the principals, Title I teachers, and aides at the beginning of next year's program.

Although many of the teachers and principals stated that the Coordinator had been helpful to them, the following suggestions were made concerning ways in which they felt the Coordinator could provide needed services in the future:

1. Visit the schools more frequently.

2. Require specific objectives.

3. Work with the teachers to improve their skills.

4. Hire the teachers earlier so they can be involved in the school's planning activities.

5. Provide orientation in guidelines and expectations of teachers and aides.

During the first part of this year the Coordinator has worked on a part-time basis; however, it was indicated by principals, teachers and members of the Advisory Council that a full-time Coordinator is needed. Since the duties of the Coordinator are numerous and the types of activities suggested as being needed by the principals and teachers are somewhat time consuming (i.e. visiting in the schools, working with the teachers, etc.), it was recommended that a full-time Coordinator be considered for the 1974-75 school year. This was accomplished in May, 1974.

Although the program was perceived by the principals, teachers, and aides as being successful, several suggestions for improving the program were made. The most frequently mentioned suggestions included the following:

1. The need for a diagnostic test

2. Better screening of teachers and aides

3. A lower degree of deprivation for inclusion in the program

4. Full-time rather than part-time teachers

5. More efficient method of administering the program

6. Definition of responsibilities

7. Reexamination of block numbers

8. More communication between principals, teachers, and administrators

9. Enforcement of the guidelines

In general, the Nonpublic Advisory Council seemed satisfied with their progress during this year; however, in their suggestions they mentioned the need for *better communication with the nonpublic principals and the Director of Federal Programs, as well as, written reports and data provided by the Coordinator. They also suggested that nonpublic personnel be involved at the highest level of decision-making in the city to insure equitable services to nonpublic and public schools.*

During the year several inservice workshops covering a variety of topics were provided for the nonpublic Title I teachers and aides. These workshops were well received by the participants and several of the teachers indicated that they had used the ideas presented in their classrooms. The suggestions made by the teachers as well as the results of the questionnaires indicate the need for (1) a needs assessment or survey of the teachers and aides to determine the areas in which they feel inservice training will be most beneficial; and (2) an orientation workshop at the beginning of the school year for the purpose of discussing the guidelines, rules, and regulations, and specific ideas for remedial programs in both reading and math.

APPENDIX A

Student's Name____________________ Grade_____ School______________
Primary__________ Middle__________ Upper__________
Teacher's Name____________________
(Experimental Group)

WOULD YOU?

Directions: See how well you can describe yourself. Mark the box that tells how you feel about yourself. Here is a sample?

How often do you have a dollar in your pocket?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

If you think you have a dollar in your pocket about half the time, put a mark in the box [✓] before "about half the time."

Remember, none of the questions have right or wrong answers. They are just ways to describe yourself. Raise your hand if you have any questions.

---

1. How often do you feel free to say what you really think?

   ☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

2. How often do you try to make things turn out the way you want?

   ☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

3. How often are you a leader when friends are around?

   ☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

4. How often do you feel left out of things?

   ☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

5. How often do you think that good grades are important to you?

   ☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

6. How often do you think the teacher likes to teach you?

   ☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

7. How often do you feel smart enough to work hard problems?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

8. How often do you learn from your mistakes and try not to do them again?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

9. How often, when you are home, do you and your parents talk about your school work?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

10. How often do you read books or magazines, other than for school work?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

11. How often do you feel like coming to school in the morning?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

12. How often do you make up your own mind instead of listening to other kids?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

13. How often do you stick to a hard job until you finish it?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

14. How often do you feel happy to be who you are?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

15. How often do you work hard even if the reward or payoff isn't soon?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

16. How often do you like to decide things for yourself?

☐ Almost never ☐ Not very often ☐ About half the time ☐ Most of the time ☐ Almost Always

APPENDIX B

WORKSHOP EVALUATION FORM

The purpose of the Title I Inservice Program is to identify inservice training that orks well with St. Louis teachers. This evaluation form will be used to make ecisions about future inservice offerings. Your frank responses to the following tems will be appreciated.

Name of your school	Position: teacher, aide, etc.	No. of days attended

Date	Public	Nonpublic	Workshop Name

IRECTIONS FOR RECORDING RESPONSES ON ANSWER SHEET

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following anner:

If you AGREE with the statement, Circle "A"	[✓ A]	PA	PD	D
f you are somewhat uncertain, but PROBABLY AGREE with the statement, Circle "PA:	A	[✓ PA]	PD	D
f you are somewhat uncertain, but PROBABLY DISAGREE ith the statement, Circle "PD"	A	PA	[✓ PD]	D
F you DISAGREE with the statement, Circle "D"	A	PA	PD	[✓ D]

. The content of this workshop was as good or better than I expected it to be	A	PA	PD	D
. The conductor of this workshop was genuinely interested in answering our questions.	A	PA	PD	D
. The conductor of this workshop made a clear statement of goals.	A	PA	PD	D
. The conductor of this workshop knew what he was talking about.	A	PA	PD	D
. I felt at ease and able to interact in this workshop.	A	PA	PD	D
6. This workshop was conducted in a well-organized fashion.	A	PA	PD	D
. I would recommend this workshop to my colleagues.	A	PA	PD	D
8. I could share with my colleagues the ideas or methods learned during the inservice program.	A	PA	PD	D

9. Please list the most important ideas presented in this workshop. Rank them in importance.

(a)

(b)

(c)

(d)

10. List the ideas you intend to use in your work situation.

(a)

(b)

(c)

(d)

ADDITIONAL COMMENTS:

APPENDIX C

INNOVATIVE PROJECTS TRIED BY THE TITLE I NONPUBLIC TEACHERS

1. Finding little words in big words in spelling and pronunciation
2. Making crystal gardens
3. Flash cards with Dolch words
4. Students work with partner or in group of three
5. Read story to students. Type ending with words missing and students complete
6. Student reads library book; then write report pretending they are book salesman
7. Individual folders with students week's assignments written out
8. Game assignment of pupil's reading level; have assignments ready when student arrives
9. Telephone shopping
10. Use of newspaper as supplementary reading
11. Contract with students for assignments; teacher acts as resource person
12. Quiz flash cards for reinforcement of math skills
13. Dramatic improvisation theatre techniques

APPENDIX D

NEW CLASSROOM TECHNIQUES

As part of the Title I evaluation we are asking that the following questionnaire be completed by each Title I teacher in the nonpublic schools..

Please be assured that your responses will be treated confidentially.

Return the completed questionnaire to the Division of Evaluation, 1517 S. Theresa, Attn. Dr. Jean José by April 24, 1974. An addressed envelope is enclosed for your convenience. If you have any questions, please call Dr. José, 865-4550, Station 35. Thank you for your cooperation.

Please check one: ____________Title I Reading Teacher in a nonpublic school
____________Title I Math Teacher in a nonpublic school
____________Title I Language Arts Teacher in a nonpublic school
____________Other

We are interested in knowing of classroom techniques for improving pupil learning and motivation which you have discovered or adapted and tried in your own classroom. This is not meant to include new programs adopted by the school system, such as modern math or Hoffman, but rather your own classroom techniques.

1. Please think of the various techniques which you yourself have tried out in your own classroom during the past school year.

   Please check one: ______I have tried some.
   ______I have tried none. (If 'none', please skip to Question 8

   We would like you to consider the new classroom technique which you regard as most significiant or interesting. Please describe it briefly. What specifically did you do?____

   ____

   ____

2. The classroom technique you just described can be "original with you" (i.e., you discovered/invented it), or you "got it from somewhere else." Please check below the position that best describes your technique.

   1________Original with me (to the best of my knowledge).
   2________Got it somewhere else and made major changes.
   3________Got it somewhere else and made minor changes.
   4________Got it somewhere else without making any changes.

3. If not totally original, where did you get it? (Check as many as apply.)

__________Inservice Center Workshop
__________Teacher in this school
__________My principal
__________Magazine, journal or newspaper
__________District Workshop
__________Workshop, conference or institute outside the school system
__________Book
__________Student
__________Local curriculum materials
__________Teacher in another school
__________Outside consultants
__________University class
__________Supervisor, coordinator, curriculum specialist
__________A parent
__________Guidance, or social worker
__________Other______________________________
(Please specify.)

4. How did you hear about it? (Check as many as apply.)

__________Formal explanation
__________Informal conversation
__________Observed it in use
__________Special demonstration
__________Audiovisual (film, TV, slides, tape, etc.)
__________Written account
__________Other______________________________
(Please specify.)

5. As far as you know, to what extent is the technique you described being used by other teachers? (Please check one.)

1__________To a great extent (at least once weekly.)
2__________Quite a bit (at least once monthly.)
3__________To some extent (once every two or three months.)
4__________A little (two or three times a year.)
5__________Not at all

6. How often in the past year have you told other teachers about this particular classroom technique?

1__________Often
2__________Several times
3__________Once or twice
4__________Never

7. To what extent are you likely to use this technique you have just described again?

1__________To a great extent (at least once weekly.)
2__________Quite a bit (at least once monthly.)
3__________To some extent (once every two or three months.)
4__________A little (two or three times a year.)
5__________Not at all

8. To what extent do you feel that new techniques are being used in other classrooms in your school to improve pupil learning?

1__________To a great extent (at least once weekly.)
2__________Quite a bit (at least once monthly.)
3__________To some extent (once every two or three months.)
4__________A little (two or three times a year.)
5__________Not at all

9. Looking at yourself as a teacher, how much time and energy do you put in on new classroom techniques----ones you have discovered or adapted?

1__________A lot
2__________Quite a bit
3__________Some
4__________A little
5__________None

10. During this past year, about how many other new classroom techniques would you say you tried?

1__________0-1
2__________2-4
3__________5-8
4__________9-12
5__________13 or over

11. If they were not totally original, where did you get them?

__________Inservice Center Workshop
__________Teacher in this school
__________My principal
__________Magazine, journal or newspaper
__________District Workshop
__________Workshop, conference or institute outside the school system
__________Book
__________Student
__________Local curriculum materials
__________Teacher in another school
__________Outside consultants
__________University class
__________Supervisor, coordinator, curriculum specialist
__________A parent
__________Guidance, or social worker
__________Other______________________________
(Please specify.)

12. How many of the new classroom techniques that you have tried would you use again?

1__________0-1
2__________2-4
3__________5-8
4__________9-12
5__________13 or over

APPENDIX E

NONPUBLIC TITLE I TEACHER QUESTIONNAIRE

As part of the Title I evaluation we are asking that the following questionnaire be completed by each Title I teacher in the nonpublic schools.

If you serve in more than one school, please complete a questionnaire for each school. Let your responses reflect conditions as they exist in that particular school.

Please be assured that your responses will be treated confidentially.

Please return the completed questionnaire to Division of Evaluation, 1517 S. Theresa, St. Louis, Mo.; Attn. Dr. Jean José by April 19, 1974. An addressed envelope is enclosed for your convenience. If you have any questions, please call Dr. José, 865-4550, Station 35. Thank you for your cooperation.

1. Indicate the number of Title I students in your program in the school.______________
2. On the average, how many students do you teach each period?______________
3. On the average, how many periods do you teach each day?______________
4. Do you see all of your Title I students every day? Yes________ No________
5. If no, how often?______________________________________
6. Please indicate the number and length of your instructional periods weekly.

    Reading__________________ Average length of each period__________________

    Math__________________ Average length of each period__________________

    Language Arts__________________ Average length of each period__________________

    Other__________________ __________________

7. Did you use the Hoffman Program this year?

    Reading: Yes____________ No____________

    Math: Yes____________ No____________

If yes, did you find it a valuable teaching method? Yes__________ No____________

If no, explain:

8. Has your teacher aide been helpful to you? Yes__________ No____________

9. List at least 3 ways in which you have utilized your teacher aide?

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

10. I have found the Coordinator to be helpful to me in the following ways: (list)

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

11. Please indicate ways (not mentioned in #9) in which the Coordinator could be helpful to you in the future.

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

12. Where is the Title I audiovisual equipment in your building kept?______________

____

13. Who uses the Title I audiovisual equipment? (check one)

Title I personnel only__________

Nonpublic school personnel only__________

Both Title I and nonpublic personnel__________

14. Is the Title I equipment available to you when you want to use it?

Always________________Most of the time_____________Rarely___________Never__________

15. Please list any additional equipment items needed:

__________________________ __________________________ __________________________

__________________________ __________________________ __________________________

__________________________ __________________________ __________________________

16. Please indicate problems, if any, involving the use of the audiovisual equipment.

____

____

____

17. Please indicate problems, if any, created by having public Title I personnel in nonpublic schools.

____

____

____

18. Please indicate advantages, if any, of having public Title I personnel in nonpublic schools.

____

____

____

19. If the program is continued next year, would you like to continue in your present position?

Yes____________ No___________

If no, please explain:

20. Please indicate any suggestions you have for improving the:

1. Program

2. Evaluation

APPENDIX F

NONPUBLIC TITLE I AIDE QUESTIONNAIRE

As part of the Title I evaluation we are asking that the following questionnaire be completed by each Title I aide in the nonpublic schools.

If you serve in more than one school, please complete a questionnaire for each school. Let your responses reflect conditions as they exist in that particular school.

Please be assured that your responses will be confidential.

Please return the completed questionnaire to the Division of Evaluation, 1517 S. Theresa, St. Louis, Mo., Attn. Dr. Jean Jose, by April 19, 1974. An addressed envelope is enclosed for your convenience. If you have any questions, please call Dr. Jose, 865-4550, Station 35. Thank you for your cooperation.

1. Please list the 4 activities or duties you feel were most important that you have performed as a teacher aide this year.

   ______________________________ ______________________________

   ______________________________ ______________________________

2. In which one activity have you spent most of your time?

   ____

3. Do you work directly with the students? Yes_____ No______

   If yes, with how many students do you usually work. (check one)

   One________ Large group (5-15)_________

   Small group (2-5)________ More than 15__________

Continued

If yes, what types of activities do you do with the children?

____

____

4. Do you feel your time is being used effectively? Yes______ No________

If no, please make suggestions for ways your time could be used more effectively in the future.______________________________

____

____

____

5. I have found the Coordinator to be helpful to me in the following ways: (list)

______________________ ______________________

______________________ ______________________

______________________ ______________________

6. Please indicate ways (not mentioned in #5) in which the Coordinator could be helpful to you in the future.

______________________ ______________________

______________________ ______________________

______________________ ______________________

7. If the program is continued next year, would you like to continue in your present position? Yes_______ No________

If no, please explain:

Continued

8. Please indicate any suggestions you have for improving the:

Program:

Evaluation:

APPENDIX G

NONPUBLIC TITLE I SCHOOL PRINCIPAL QUESTIONNAIRE

As part of the Title I evaluation we are asking that the following questionnaire be completed by the principal of each Title I school.

Please be assured that your responses will be treated confidentially.

Please return the completed questionnaires to the Division of Evaluation, 1517 S. Theresa, St. Louis, Mo., Attn. Dr. Jean José by April 19, 1974. An addressed envelope is enclosed for your convenience. If you have any questions, please call Dr. José, 865-4550, Station 35. Thank you for your cooperation.

1. Indicate the number of participating students in each grade level in the total Title I program in your school.

   ____

2. Where is the Title I audiovisual equipment in your building kept? ______________

   ____

3. Who uses the Title I audiovisual equipment? (check one)

   Title I personnel only________

   Nonpublic school personnel only________

   Both Title I and nonpublic personnel________

4. Is the Title I equipment available to the Title I teachers when they want to use it?

   Always__________ Most of the time__________ Rarely__________ Never__________

5. Please list any additional items equipment needed?

   ______________ ______________ ______________

   ______________ ______________ ______________

   ______________ ______________ ______________

   ______________ ______________ ______________

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6. Please indicate problems, if any, involving the use of the Title I audiovisual equipment.

7. I have found the Coordinator to be helpful to me in the following ways. (list)

8. Please indicate ways (not mentioned in #7) in which the Coordinator could be helpful to you in the future.

9. Do you feel that the teacher aide was used in the most effective manner.

Yes__________ No__________

If no, please give suggestions for ways to improve the use of the aide.__________

10. Please indicate problems, if any, created by having public Title I personnel in nonpublic schools.

11. Please indicate advantages, if any, of having public Title I personnel in nonpublic schools.

12. Please indicate any suggestions you have for improving the:

1. Program

2. Evaluation

APPENDIX H

NONPUBLIC ADVISORY COUNCIL QUESTIONNAIRE

As part of the nonpublic Title I evaluation, we are asking that the following questionnaire be completed by each member of the Advisory Council. Please be assured that your responses will be treated confidentially.

Please indicate your responses by circling the numeral of your choice. The numerical rating means:

1 STRONGLY AGREE

2 SOMEWHAT AGREE

3 UNDECIDED

4 SOMEWHAT DISAGREE

5 STRONGLY DISAGREE

---

1. THE NUMBER OF COMMITTEE MEMBERS WAS SUFFICIENT TO HELP PLAN AND KEEP THE NONPUBLIC SCHOOL PERSONNEL INFORMED OF TITLE I ACTIVITIES............

2. I FELT FREE TO OFFER SUGGESTIONS AT ALL OF THE COMMITTEE MEETINGS...............................

3. I BELIEVE THE COMMITTEE IS REPRESENTATIVE OF NONPUBLIC SCHOOL INTERESTS..........................

4. NONPUBLIC SCHOOL PERSONNEL HAVE HELPED ME TO CONTRIBUTE TO COMMITTEE DECISIONS...................

5. I BELIEVE THAT THE COMMITTEE DOES CONTRIBUTE TO IMPROVING COMMUNICATION BETWEEN PUBLIC AND NONPUBLIC TITLE I PERSONNEL.........................

6. THE COMMITTEE HAS FUNCTIONED VERY WELL IN OFFERING SUGGESTIONS AND MAKING RECOMMENDATIONS......

7. I BELIEVE THAT THE PARENT ADVISORY COUNCIL LISTENED TO OUR SUGGESTIONS AND CONCERNS.............

8. I BELIEVE THE POSITION OF COORDINATOR SHOULD BE (PLEASE CHECK ONE)

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PART TIME ______ *FULL TIME ______*

9. PLEASE OFFER YOUR COMMENTS AND SUGGESTIONS FOR CONTINUING, IMPROVING OBJECTIVES, SIZE OF COMMITTEE, ETC. USE THE REVERSE SIDE IF NEEDED

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA *Board of Education of City of St. Louis* COUNTY CODE *115* LEA CODE *115*

TYPE OF PROGRAM -- Neglected Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

38 Regular School Term *7* Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1 *Not applicable*

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily					
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten	5	8	8
3	Grade 1	9	16	16
4	Grade 2	9	9	9
5	Grade 3	8	9	11
6	Grade 4	15	31	33
7	Grade 5	11	22	24
8	Grade 6	15	34	44
9	Grade 7	21	37	49
10	Grade 8	12	77	88
11	Grade 9	3	21	24
12	Grade 10	1		1
13	Grade 11			
14	Grade 12			
15	Ungraded		19	19
16	TOTAL (SUM OF 1-15):	109	283	326

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

	ACTIVITY LIST FOR PROJECT	Neg. or Del.		
		K-6	7-12	UNGR
1	Reading	127	143	19
2	Language Arts	127	143	19
3	Mathematics	127	143	19
4	Social Studies	26	18	
5	Science	26	18	
6				
7				
8				
9				
10				
11				
12				

Instructional
Activity

Page 2
Instructional

FISCAL YEAR 1974
LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
PART II – ~~B~~ C
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Public Schools County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Component VI - Neglected and Delinquent [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) Staff of the Division of Evaluation
Evaluator: Dr. Jean José

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José
Telephone Number 314-865-4550

3. Indicate, in number of weeks, the length of time this activity operated.

40 Regular year ______ Summer

4. Indicate the number of N & D school children eligible for Title I programs, involved in this activity.

109 Regular year from grades Kg - 12 ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. Teacher judgment

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
3 - 5	30 - 45 minutes

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

Page 3
Part ~~XXX~~ IIC
Instructional

Name of instructional activity evaluated in this report *Neglected and Delinquent*

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.**

TABLE 3. CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ____________

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4. GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

GAINS	NUMBER OF STUDENTS BY GRADE LEVEL														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains:

$$\text{Prior average yearly gain} = \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$$

See back of page 5

Prior Gains	NUMBER OF STUDENTS BY GRADE LEVEL												
	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

---

* Include only those students who had both pre and post tests and are included in this evaluation.

Page 4
Part ~~IIB~~ IIC
Instructional

Name of instructional activity evaluated in this report *Neglected and Delinquent*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA *St. Louis Public Schools* County Code *115* LEA Code *115*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report *Component VI - Neglected and Delinquent* RY, [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) *Staff of the Division of Evaluation*
Evaluator: Frances Goff

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José

Telephone Number *314 865 4550*

3. Indicate, in number of weeks, the length of time this activity operated.

__________ Regular year *7* Summer

4. Indicate the number of nonpublic school children eligible for Title I programs, involved in this activity.

__________ Regular year from grades ______ *283* Summer from grades *Kg - 9*

5. a. Indicate the number of participants in which pre and post evaluation is available.

__________ Regular year *258* Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. *Teacher judgment*

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
3 - 5	30 - 45 minutes

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component VI

Page 3
Part I~~B~~ IIC
Instructional

Name of instructional activity evaluated in this report Neglected & Delinquent

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.**

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Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	~~10~~ Ungr	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.			4	4	4	3	1	2	1	17	2	6			44
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month		3	5	5	3	18	11	27	17	34	9	13			145
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.		2			1	5	4	4	14	14	9				53
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.									5	10	1				16
TOTAL		5	9	9	8	26	16	33	37	75	21	19			258 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component VI

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Part ~~XIB~~ IIC
Instructional

Name of instructional activity evaluated in this report Neglected and Delinquent

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

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TABLE 6

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N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

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SUMMER PROGRAM: NEGLECTED AND DELINQUENT

Evaluator - Fran Goff

SUMMARY

Several facilities, public and nonpublic, within the St. Louis area provide much needed residential care for neglected and delinquent children. Aided by Title I funds, educational programs are provided for these children throughout the school year and continued to some degree during the summer.

Public institutions of this category include: The John W. Griscom School at the Juvenile Detention Center, where alleged violators await their court hearings; Missouri Hills, a minimum security placement for delinquent boys assigned there by the Junvenile Court; and Children's Study Home, where youngsters who have emotional and/or behavioral problems are given care and structure.

Nonpublic recipients of similar Title I allocations include St. Joseph's Home for Boys, St. Louis Christian Home, and The Annie Malone Home for Children. St. Joseph's Home and St. Louis Christian Home receive children who have emotional and/or behavioral problems, many of whom are classified as being neglected. The Annie Malone Home is primarily for neglected children. Placement in these facilities is based on the recommendations of Juvenile authorities, of various Social Service agencies, and to a lesser extent, on the recommendations of concerned medical and eccelesiastical personnel. Of course, available space is always a factor considered.

Summer programs in each of these institutions were planned to satisfy self-identified needs. The extra provisions such as medical and psychological services, audiovisual equipment, and varieties of educational materials made possible by Title I funds are valuable additions. The 1974 summer programs provided educational opportunities for a total of 258 residential youngsters. This figure does not include 25 children at St. Louis Christian Home for Children who were provided educational field trips by Title I funds.

The summer educational programs are a valuable service to institutionalized children and should be continued. However, because the educational program must function in a manner compatible with the institution, it is suggested that expenditures of Title I funds be permitted on a basis of self-determined needs. Standard equipment and educational materials do not entirely meet the needs of institutionalized youngsters. Teachers of neglected and delinquent children should have an extensive selection of equipment and materials from which to choose.

DESCRIPTION

Public Institutions: The John W. Griscom School (Juvenile Detention Center)
The St. Louis Juvenile Detention Center is in a very modern and comfortable building. As a result of the new addition which was added during the years of 1971-72, there is ample space for the young people assigned there. Recent changes in processing procedures have reduced the length of stay for most of the juveniles which has served to reduce the average number of youngsters being housed at any one time. Over-crowding and its accompanying difficulties are no longer a problem. The population is usually below the capacity of the institution.

Not all young people detained at the Center are included in the Griscom School program. Among those excluded are juveniles who have not yet had their preliminary hearings - their stay could be very brief - and juveniles whose behavior or potential behavior is such that it might constitute a risk to school personnel and other pupils.

Most of the juvenile law violators at the Detention Center have experienced many school failures. The educational program at Griscom School, including the summer extension, was designed to prevent additional loss of educational time and to provide remediation for their academic deficiencies. The remediation emphasis of the 1974 summer shcool was on reading, language arts, and arithmetic. Additionally, science, art, and social studies were offered in varying amounts and physical education was available daily.

The staff, consisting of a principal, seven classroom teachers, and the physical education teacher, exerts much effort to present a pleasant atmosphere in the school. The large classrooms are well-lighted and attractively decorated. The selection of books and materials is different from those the pupils are familiar with and textbooks with visably noted grade levels are avoided, if possible. The scheduling of daily physical education periods for each class permits time for the teachers to take part in conferences concerning pupils and to discuss classroom problems with the principal.

In the Center each living unit is "color-coded" so that children or adolescents are assigned according to age and behavior type (degree of aggressiveness) and they wear the same colored shirts as their living unit code. For instance, dark blue is for the younger, less difficult boys, and green also for the younger boys (ages 10-13), but whose behavior is more aggressive. Class placement follows this same "coding" rather closely. It was observed that most of the youngsters in a particular classroom were wearing the same colored shirts.

At the beginning of the six-week summer session approximately 105 pupils, 90 boys and 15 girls, were attending classes. By mid-point the actual attendance had dropped to 66 boys and 7 girls. There were 11 boys in each of the six classrooms and the 7 adolescent girls were in a separate class. Each class had an approximate grade span of two or three years. Individual assignment was the approach used for teaching many of the students.

There is no significance in the decrease of the number of pupils in view of the constant fluctuation of the number of residents as their court hearings take place and their dispositions made.

Selection for school placement is based on the child's need for remediation, his interest in continuing school (especially if currently enrolled in a regular school), and behavior suitable for a classroom situation. During the summer the teacher-pupil ratio averaged 1 to 15.

Because placement in Griscom is on a temporary basis standardized achievement tests are not used. Teacher-made tests are given to each prospective student to determine his "working level" and then he is given suitable books and materials. The grade level range is usually 4th to 10th although many youngsters actually function below the 4th grade.

Missouri Hills

The 1974 summer program emphasized remediation of reading, arithmetic, and language arts. Shop training and art projects were included and physical education training was offered. The school building, although not air-conditioned, was comfortable and bright.

The boys are assigned to the summer school program partially on a voluntary basis. In 1974, 85 boys, 7 classroom teachers, 1 physical education teacher, 1 art teacher, 1 shop teacher, and 1 administrator were involved. The overall program included classes five days each for six weeks from 8:00 a.m. until 12:30 p.m. Students were divided into four groups: (1) ungraded, (2) lower elementary, (3) upper elementary, and (4) Jr. High level. Each classroom operated as a self-contained unit. Most of the boys were given shop experience, art lessons, and physical education.

Two young men from the STEP program and 17 boys who had previously attended special classes in the St. Louis City system were classified as "ungraded". At the 4th grade level there were 6 boys; another 6 boys were working at the 5th grade level; 18 youngsters in the 6th grade; 10 in the 7th grade; 5 in the 8th grade; and 21 in the 9th grade. Several of the Missouri Hill's older boys attend classes at Providence School in St. Louis on a daily basis and are transported to and from school in the Missouri Hill's van.

Teaching methods varied from class to class, ranging from one-to-one, small groups, to an open classroom situation. Comics and sports publications as well as assorted other supplementary reading materials were used. The school did not subscribe to a newspaper during the summer session. One teacher strengthened reading instruction by using volunteer tutors. With the exception of language arts instruction for older boys, classroom materials seemed adequate. Advanced interest level reading material was limited.

The industrial shop class and the art class were limited to small groups at one time to permit better supervision, but the other classes ranged in size from 5 pupils to 21. Discipline apparently was no problem. The students were attentive and most of them involved in whatever they were doing.

Children's Study Home

In cooperation with Juvenile Court authorities and various Social Services agencies the Children's Study Home provides care and treatment for young children and pre-adolescents whose home conditions necessitate their removal or whose emotional health requires professional aide. Most of the children remain at the Study Home an average of one and a half years to two years. They are supervised continously either in the pleasant living quarters or in the classrooms that are a part of the same facility. The children who are emotionally able to attend the classes do so, usually on a half-day basis in the beginning and then gradually increasing their length of stay. Upon their arrival at the Home many of the children are too disturbed to be included in the educational program and professional care is given to develop their emotional strength. As they progress the children are gradually reintroduced to the "outside world" beginning with attendance in regular school. They are eventually returned to their homes or placed in foster homes.

The Children's Study Home summer educational program consisted of three self-contained classrooms for twenty-three of the children in residence during that period. One class contained 5 kindergarteners and 5 younsters at first grade *level. Three second graders, 1 third grader, and 3 fourth graders were in the second class. The third class was for the older children, 1 at the fifth grade level and 5 at the sixth grade level.*

Main emphasis in each of the classrooms was on remediation of basic skills in reading, language arts, and arithmetic. The children attended classes for four hours each morning for six weeks. Weekly educational field trips were included also. No standard tests were given during the summer because of the brief period involved. Evaluation of the pupil's progress was made by teacher-made tests and teacher judgement. The teachers established a frame of structure within their classrooms but permitted sufficient flexibility to encourage their emotionally insecure children.

Nonpublic Institutions: St. Joseph's Home For Boys

Approximately 41 young boys with emotional and/or behavioral problems reside at St. Joseph's Home for Boys, a Catholic institution under the care and direction of the Sisters of St. Joseph. The average length of residence is two or two and a half years. During this period they receive a full educational program including a six or seven week summer school.

The 1974 summer school emphasis in the morning classes was on remediation of reading, language, and arithmetic skills. Ceramic class and a class in cultural awareness were held in the afternoon. Three classroom teachers (Sisters of St. Joseph) instructed 13 to 15 children in each class during the morning hours. The classes rotated to each of the teachers for her particular subject. The reading class also had a volunteer tutor for the boys who needed extra help.

At the first grade level there were 4 boys; 6 in the second grade; 6 in the third grade; the fourth grade group numbered 10; 8 were working at the fifth grade level; there were 9 seventh graders; and 1 eighth grader.

The classrooms were very structured and a strict control of behavior was maintained. The boys were expected to remain in their seats completing assignments without talking to one another until instructed to do otherwise.

Field trips were scheduled as frequently as possible as a part of the cultural awareness efforts. Also a part of the regular program was late afternoon swimming in St. Joseph's pool.

Evaluation of the students' progress was a combination of teacher-made tests and subjective judgment. The teachers were of the opinion that standardized achievement tests which are given regularly during the spring and fall would have little merit for the limited summer period.

A very important component of the services available to the resident youngsters at St. Joseph's is that of medical and psychological care made possible by Title I funds.

St. Louis Christian Home For Children

Most of the boys and girls residing at the St. Louis Christian Home for Children were placed there because of reasons of neglect. Many also have emotional and behavioral problems which interfere with their learning processes. Children who are not able to adjust to a regular school situation are taught at the Home.

In contrast to their usual remediation program the approach for a summer program for 1974 was a more casual one. Title I funds were used to provide field trips of educational interest. Twenty-five children, three Aides, and the Recreation Coordinator were involved in the summer program. The grade level range was from the third to the tenth. No evaluation of student progress was planned because of the emphasis on recreational fun and enjoyable field trips. Education by experience replaced the academic program for the summer of 1974.

A very important component to the overall assistance for the young residents is that of medical service available because of Title I funds.

Annie Malone Children's Home

The young residents of the Annie Malone Children's Home are primarily considered neglected children although some have behavior problems and some are from homes in which emergencies make it impossible for them to remain at home. These children may be placed for only a very short period of time, but the average length of stay is about two and one-half years.

All of the approximately 32 youngsters residing in the Home during the summer of 1974 were included in an enrichment effort of frequently scheduled field trips to a variety of local places of interest. Fourteen of these childrem attemded summer classes for remediation of their educational deficiencies in reading, language arts, and arithmetic.

Two six-week classes were held for four hours each day in the Riddick Elementary School of the Beaumont-Sumner District. One of the classes was taught by the same teacher who tutors the children after school during the regular school year. In her group were 2 pupils at the fourth grade level; 2 pupils at the fifth grade level; and 2 sixth graders. The other teacher's class included: 5 third graders; 2 in the second grade; and 2 in the first grade. The small number of children in the classes increased the amount of time the teachers could spend with each child and made possible a more individualized form of instruction.

The curriculum emphasized reading, language arts, and arithmetic, but science, health, and art were used to stimulate interest in the basic subjects. Teacher-made tests and teacher judgement were the only methods used to evaluate pupil progress.

EVALUATION

The methods used for the collection of data pertaining to the institution for neglected and delinquent children were simple in design and, of necessity, flexible in application.

1. Evaluator observations and interviews: the evaluator made three visits to each of the institutions. Activity during these visits included talking with each Director, talking with several of the teachers and observing in seventeen of the twenty-one classrooms in five of the facilities. St. Louis Christian Home did not maintain classrooms during the summer months. Questionnaires and other forms were distributed and collected during these visits.

2. A Pupil Rating Scale was distributed the week of June 17th to teachers in the five institutions having an instructional program. The Rating Scale

provides for the teacher to record her objectives at the beginning of the summer school and again at the end of the session, and to mark on a four category scale his degree of growth. The growth categories are "Little or No Growth", "Some Growth", "Marked Growth", and "Substantial Growth". The Rating Scales were collected during the final week of summer session.

3. Questionnaires: a brief questionnaire for the teachers to complete and an even shorter one for Program Directors were distributed the fifth week of summer school and collected the final week of the program.

4. Local Educational Agency Annual Evaluation Report. Fiscal Year 1974 For Delinquent and Neglected Programs. The annual report is required of all Neglected and Delinquent Institutions who receive Title I funding. Sufficient quantitative information can be gleaned from these reports to make them useful as an evaluation tool.

ANALYSIS OF DATA

Observations: Differences from one establishment to another are readily apparent on observation. There is equally evident, however, a commonality among them. The "atmosphere" is usually relaxed and quiet.

In most of the classrooms discipline is approached with a moderate degree of flexibility within a more structured frame work. The only observable exception was more strict control of discipline in classrooms at one institution. The Directors and the teachers, interviewed and/or observed, evidenced full awareness of their students' problems and a genuine empathy with their efforts to cope with those problems.

Questionnaires: Director questionnaires: all six program Directors indicated that they believed summer school objectives had been attained, that they were satisfied with the summer schedule and that they found their positions very satisfying.

The Directors of the Annie Malone Home for Children and of the Children's Study Home thought the addition of physical education training would be very beneficial to their young charges.

The principal at Griscom school would like to have additional materials, especially newspapers, magazines and math games.

The principal at Missouri Hills believes that a schedule adjustment to permit teachers an opportunity to meet and discuss common problems and exchange ideas would be very helpful.

Teacher questionnaire: a report of the responses on the Teachers' Questionnaire is presented in Figure 1. Eighty-six percent of the teachers felt they had accomplished their summer school objectives. The reason most frequently mentioned by the 14% who did not achieve objectives was the brief period many of their students remained with them. Ninety-five percent of the twenty-one teachers completing the questionnaire liked the arrangement they had for working with their students. One teacher omitted the question.

Figure 1

1974 SUMMER TITLE I PROGRAM
FOR
NEGLECTED AND DELINQUENT CHILDREN

RESPONSES TO TEACHER QUESTIONNAIRE *

Question	Responses					
	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
1. Accomplishment of objectives	18	86	3	14	-	-
**3. Arrangement Working with Students	20	95	0	-	1	5
4. Students Enjoyed Program	18	86	2	9	1	5
5. Materials Adequate	12	57	8	38	1	5

	Too Long		Long Enough		Too Short	
	#	%	#	%	#	%
**2. Summer Program Schedule	2	9	16	76	3	14

* 21 Teachers completed questionnaire

Eighty-six percent of the teachers felt that their students enjoyed the summer program. Adequate materials were available for 57% of the respondents but were not adequate in the opinion of 38%. It was interesting to note that 90% of the teachers who responded "no" to this question were from the public sector.

Pupil Rating Scale: Rating Scales were completed for 258 students. Seventeen percent showed "Little or No Growth", 56% were rated as demonstrating "Some Growth", 21% were in the "Marked Growth" category and 6% showed "Substantial Growth". Figure 2 presents the results of the Rating Scale by grade level.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion: Educational programs which continue through the summer months are important for institutionalized children.

1. *The majority of the children are in need of remedial instruction. The results of the Rating Scale indicate that 73% have made moderate gains or less. The summer months provide additional instructional time to enforce what educational gains have been made.*

2. *The educational program provides use of time for the summer months.*

Recommendation: The summer educational program should be continued for neglected and delinquent institutionalized children.

Conclusion: The educational program in each of the institutions is contingent upon the condition, organization, and policies of the institution and therefore must function in a manner compatible with that institution.

Recommendation: It is possible that more value could be received from funds granted to residential institutions if there were sufficient flexibility in fund guidelines to permit expenditures on a basis of self-determined needs.

Conclusion: The educational needs of the institutionalized children place demands on the creativity and ingenuity of their teacher. The standard equipment and educational materials do not meet the students needs.

Recommendation: The teacher of neglected and delinquent children should have a more extensive selection of equipment and materials available to them. Perhaps a materials resource room could be established at each institutional school as an economical way of making materials available to teachers without having to purchase sufficient quantities to supply each classroom.

Figure 2

STUDENT GROWTH AS MEASURED BY PUPIL RATING SCALE
NEGLECTED AND DELINQUENT INSTITUTIONS

Grade	Total Students	LITTLE OR NO GROWTH		SOME GROWTH		MARKED GROWTH		SUBSTANTIAL GROWTH	
		# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
kg.	5	-	-	3	60	2	40	-	-
1	9	4	45	5	55	-	-	-	-
2	9	4	45	5	55	-	-	-	-
3	8	4	50	3	38	1	12	-	-
4	26	3	12	18	69	5	19	-	-
5	16	1	6	11	69	4	25	-	-
6	33	2	6	27	82	4	12	-	-
7	37	1	3	17	46	14	38	5	13
8	75	17	23	34	45	14	19	10	13
9	21	2	10	9	43	9	43	1	4
UNGRADED	19	6	31	13	69				
TOTAL STUDENTS	258	44	17%	145	56%	53	21%	16	6%

7/26/74

Year

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St Joseph Home for Boys COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- [✓ Neglected + Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
44 Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily					44
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1	4	4	4
4	Grade 2	6	6	6
5	Grade 3	6	6	6
6	Grade 4	10	10	10
7	Grade 5	8	8	8
8	Grade 6			
9	Grade 7	9	9	9
10	Grade 8	1	1	1
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):			44

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

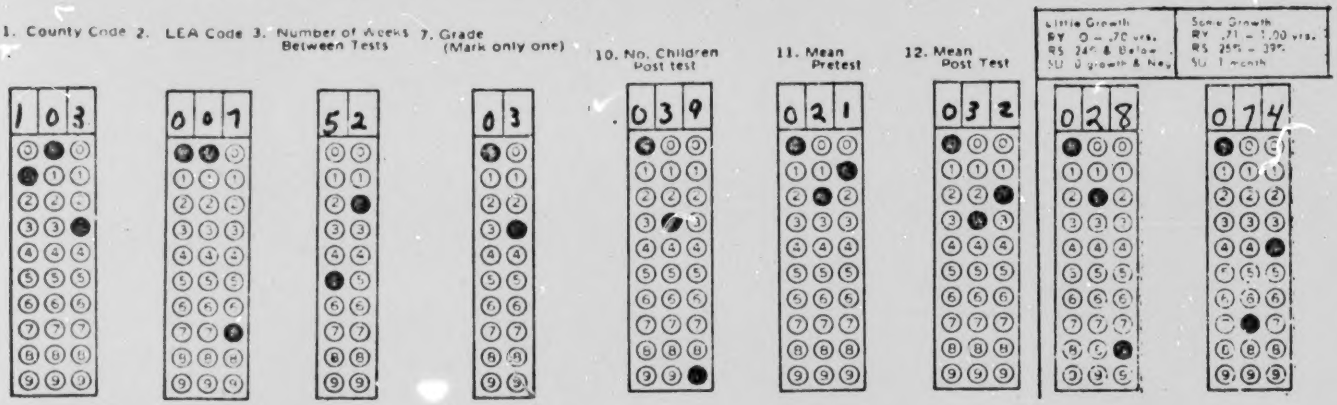
List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Reading	26	18	
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
RS 24% & Below
SU 0 growth & Neg.
Some Growth
RY .71 – 1.00 yrs.
RS 25% – 39%
SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Joseph Home for Boys County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Reading [✓ RY] / Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
( ) Principal
(—) Other (specify) ~~Administrator~~

Name and Title of the person primarily responsible for evaluation of this activity.
Sister Sheila Maureen
Telephone Number 481-9121

3. Indicate, in number of weeks, the length of time this activity operated.

44 Regular year + 6 Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

44 Regular year from grades 1 through 8 44 Summer from grades same

5. a. Indicate the number of participants in which pre and post evaluation is available.

29 Regular year — Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) **See Page 5.**

Some students made sufficient progress to go out to school at the second semester. New Students filled these places.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	45

7. What were the objectives of this activity? ***Failure to list the objective will result in rejection of the evaluation.***

To create a solid foundation in phonics. Raise the reading level of retarded readers 1.0 years

Name of instructional activity evaluated in this report Reading

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** Stanford

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
8	1	6.0	6.6	+ .6
7	4	6.4	7.1	+ 1.2
6				
5	6	3.8	5.0	+ 1.2
4	8	3.3	4.7	+ 1.4
3	4	2.9	3.4	+ .5
2	4	2.0	2.8	+ .8
1	2	1.5	1.8	+ .3

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** 36

[✓ Ry] - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.			1		1	1	1		2						6
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month			1	3	2	4	4		1	1					16
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.				1	1	1									3
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.						2	1		1						4
TOTAL			2	4	4	8	6		4	1					29 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = Pretest grade equivalent score – 1 / No. of years in school See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒							1					
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

N/A because children are placed according to ability and not the grade they should be in.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Reading

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Most of the boys made gains but not as much as hoped for in all cases

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

On the whole this activity was successful. Our program on the whole is ungraded and children who made enough gains to be in the grade expected for their age go out to school. Other students fill the places. This is why there are only 29 with pre + post tests.

A few children did so poorly a different activity or placement will have to be found for them.

11. Make recommendation of changes needed for this activity.

These changes would depend on the students changing needs. This program works well to motivate most of our children as it permits them to work at their own level.

12. Describe any unique or innovative features of this activity.

It is unique insofar as boys are admitted at various times, a program is set up for his particular needs & he is kept only as long as he needs before returning to a regular classroom.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Since we use the Ginn 360 Series, the level tests are used to help determine each boys readiness for the next Level

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED

REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1
C.B	5.2	7.9	- 2.7
B.3	1.5	5.9	-4.4
DL	1.4	5.9	-4.5
TB	4.2	4.9	- .7
AB	3.1	4.9	- 1.8
JG	2.2	49	-2.7
T.H	1.3	1.9	-1.6

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

These boys were admitted to the program after the pre-tests had been administered. Since all of them are substantially below expected level they will remain in the program for the 1974-75 school year.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

7/26/74

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St. Joseph's Home for Boys COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- [✓ Neglected + Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

44 weeks Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily					44
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of chi[illegible] participated in activities by grade level.

	GRADE	REGULAR YEAR	[illegible]	[illegible]
	(1)	(2)		(4)*
1				
2	Kindergarten			
3	Grade 1	4	4	4
4	Grade 2	6	6	6
5	Grade 3	6	6	6
6	Grade 4	10	10	1
7	Grade 5	8	8	8
8	Grade 6			
9	Grade 7	9	9	9
10	Grade 8	1	1	1
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):			44

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

	ACTIVITY LIST FOR PROJECT	Neg. or Del. K-6	7-12	UNGR
1	Reading	26	18	
2	Math	26	18	
3	Social Studies	26	18	
4	Science	26	18	
5				
6				
7				
8				
9				
10				
11				
12				

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Joseph's Home for Boys County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Math. [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(✓) Classroom teacher
( ) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
Sister Rose Irene

Telephone Number 481-9121

3. Indicate, in number of weeks, the length of time this activity operated.

44 Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

44 Regular year from grades 1-8 ~~[illegible]~~ 44 Summer from grades 1-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

29 Regular year — Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

Some students go out to a regular school program. As the above students move into the above programs, new students replace them in our program

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	45

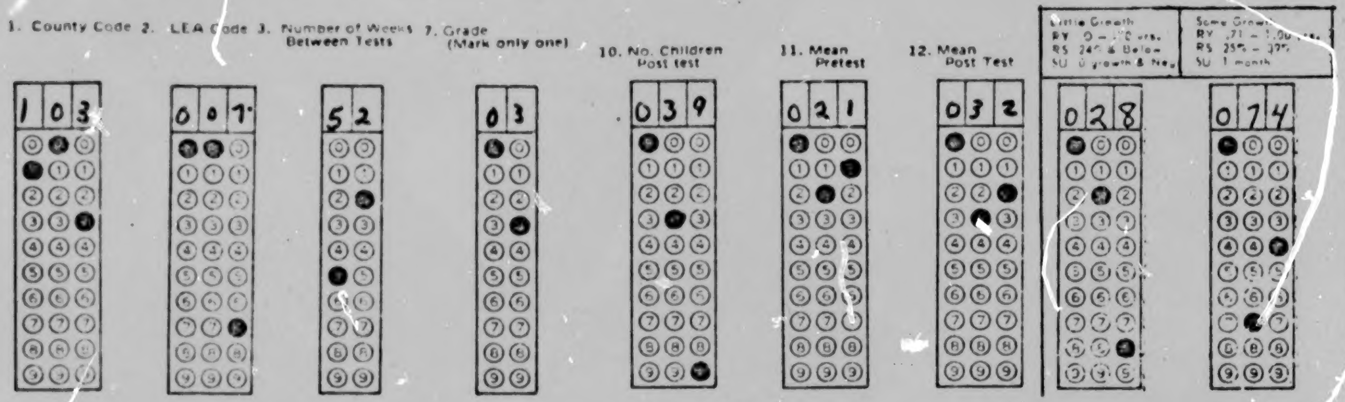
7. What were the objectives of this activity? ***Failure to list the objective will result in rejection of the evaluation.***

There will be a 25% decrease in the number of deficient basic skills and a 1.3 year gain over the school year.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
RS 24% & Below
SU 0 growth & Neg
Some Growth
RY .71 – 1.00 yrs.
RS 25% – 37%
SU 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Mathematics

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.**

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** Stanford W X

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
8	1	6.3	7.3.	1.0
7	4	5.8	6.3	.5
6				
5	6	4.0	5.8	1.8
4	8	4.1	5.0	.9
3	4	3.0	4.1	1.1
2	4	2.2	2.4	.2
1	2	1.4	1.4	0

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** 36

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.			2	4	1	3	1		3						14
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month							1			1					2
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.					2	2	1		1						6
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.					1	3	3								7
TOTAL															29 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL													
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

N/A Pupils are placed according to ability rather than the grade they should.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report S.R.A. Lab. - Spectrum Series

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

The majority of students made gains - a few a minimum amount; however the majority made at least a year's gain.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

For the most part the activity has been successful. Since our program is ungraded and each pupil makes his own progress; those who can achieve to their expected grade level can look forward to being placed in an outside school program.
Some have not found themselves partly due to the fact of not being in regular day by day programs.

11. Make recommendation of changes needed for this activity.

I do not see a need for change. Our need is to find the level students can work comfortably. This can only be done as we learn their needs as they enter our program.

12. Describe any unique or innovative features of this activity.

An important feature of this program is to find a place for boys as they come so as to prepare for day by day routine in a regular classroom program.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

S.R.A. Math Lab, tests and reviews from Spectrum Series which we use as a basic work text.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1
C.B.	5.0	7.9	−2.9
BB	1.5	5.9	−4.4
CL	2.0	5.9	−3.9
TB	4.8	4.9	−.1
AB	4.3	4.9	−.6
[illegible]	2.1	4.9	−2.8
TH.	1.4	1.9	−.5

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

The above students entered the program after the pre-test period. The new students scored fairly low; therefore a comfortable working level was planned for them.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

7/26/74

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St Joseph's Home for, COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- Neglected Boys & Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
44 Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily					44
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1	4	4	4
4	Grade 2	6	6	6
5	Grade 3	6	6	6
6	Grade 4	10	10	10
7	Grade 5	8	8	8
8	Grade 6			
9	Grade 7	9	9	9
10	Grade 8	1	1	1
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):			44

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Language	26	18	
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Joseph's Home for Boys County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Language [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
( ) Principal
(✓) Other (specify) Administrator

Name and Title of the person primarily responsible for evaluation of this activity.
Sister Rose Stephen
Telephone Number 481-9121

3. Indicate, in number of weeks, the length of time this activity operated.

44 Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

44 Regular year from grades 1-8 44 Summer from grades 1-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

29 Regular year ____ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

Their post test grade equivalents were compared to the National Expected Norm.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	45

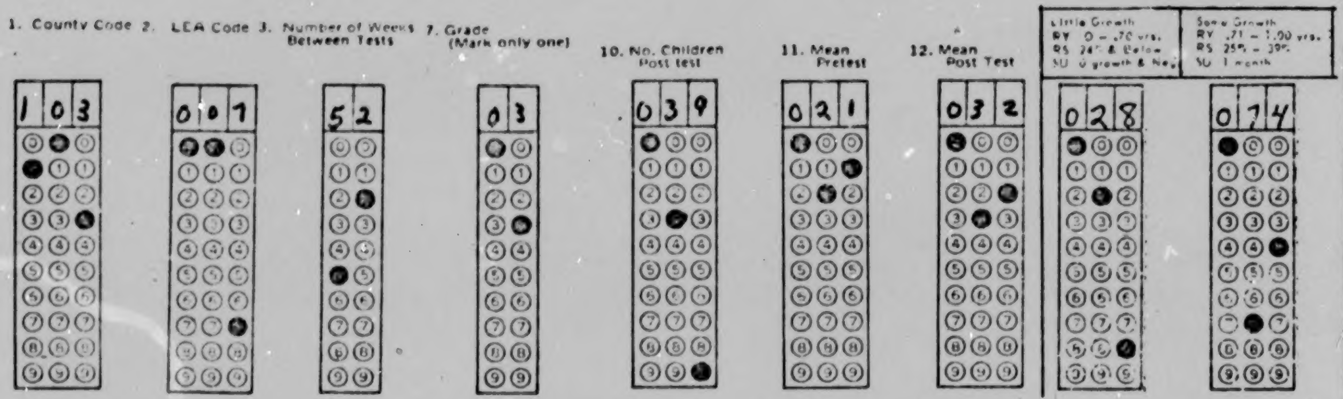
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.* **115**

To create a solid foundation in language development –
To raise the language level of the children 1.3 years,

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 - .70 yrs.
RS 24% & Below
SU 0 growth & Neg
Some Growth
RY .71 - 1.00 yrs.
RS 25% - 39%
SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
2. Do not blacken more than one circle in any column.
3. All summer activities will be marked in item 5 as summer.
4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.
9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Language

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.**

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** Stanford

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
8	1	5.5	5.7	.2
7	4	4.8	6.4	1.6
6	0	—	—	—
5	6	4.2	4.3	.1
4	8	3.1	3.8	.7
3	4	2.9	2.9	0
2	4	} No lang. section in the Stanford		
1	2	for these grades		

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** 36

[✓ Ry] - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.					4	8	6			1					
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.									4						
TOTAL			/2	/4											27 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Language

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

To a very slight degree the objectives presented have been reached.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Judging from the tables on the previous page there was little growth in this area.

11. Make recommendation of changes needed for this activity.

This activity would have to change to fit the needs of the boys as the population changes so might the materials.

12. Describe any unique or innovative features of this activity.

None

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1
C. B.	4.6	7.9	-3.3
B. B.	2.3	5.9	-3.6
D. L.	2.4	5.9	-3.5
T. B.	3.3	4.9	-1.6
A. B.	3.1	4.9	-1.8
J. G.		4.9	
T. H.		1.9	

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

The above data is an indication of the serious deficiency in language development of these children. They need an intensified, well-structured program.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

7/26/74

ie Regular Year

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St Joseph Home for Boys COUNTY CODE ________ LEA CODE 115-115
TYPE OF PROGRAM -- Neglected + Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
38 Regular School Term 0 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week				45	7
Daily					
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1	4	~~4~~	4
4	Grade 2	6	~~6~~	6
5	Grade 3	6	~~6~~	6
6	Grade 4	10	~~10~~	10
7	Grade 5	5	~~5~~	5
8	Grade 6			
9	Grade 7	9	~~9~~	9
10	Grade 8	1	~~1~~	1
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):			44

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del. K-6	7-12	UNGR
1 Science	26	18	
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St Joseph Home for Boys County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Science [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
( ) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
Sister Sheila Maureen
Telephone Number

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year — Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

44 Regular year from grades 1 through 8 Summer from grades –

5. a. Indicate the number of participants in which pre and post evaluation is available.

29 Regular year – Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. Some students made sufficient progress to go out to school. Unit tests and teacher evaluations were also used

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
3	45 mins

7. What were the objectives of this activity? ***Failure to list the objective will result in rejection of the evaluation.***

To increase levels at least 1.0 years

Name of instructional activity evaluated in this report Science

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.**

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** Stanford W X

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
8	1	5.9	6.3	+ .4
7	4	5.8	6.8	+1.0
6				
5	6	4.2	4.7	+ .5
4	8	3.1	4.5	+1.4
3	4	3.4	3.9	+ .5
2	4	No test for Science		
1	2	in the Primary Battery		

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** 40

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.					2		4		2						
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month			No test	No test		3	1		1	1					
Marked Growth RY 1.01 - 1.50 yrs. RS 40% - 74% SU 2 mos. - 3 mos.					1	1	1		1						
Substantial Growth RY 1.51 yrs. & over RS 75% - 100% SU Above 3 mos.					1	3									
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 - .70 yrs.	X												
.71 - 1.00 "	X												
1.01 - 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

n/a

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Science

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Most made some progress & a few showed substantial Growth, but this activity meeds strengthening

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Although progress was made - this activity was not as successful as hoped.

11. Make recommendation of changes needed for this activity.

More individual help in science

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1
C B	4.6	7.9	- 3.3
B B	Primary test	5.9	
D L	" "	5.9	
T B	3.5	4.9	- 1.1
A B	4.0	4.9	- .9
J G	Primary test	4.9	
T H	" "	1.9	

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

Science is a very deficient area that need extra planning for next year

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

7/26/74 -- Regular Year

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St Joseph's Home for Boys COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- Neglected + Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
38 weeks Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily					44
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1	4	4	4
4	Grade 2	6	6	6
5	Grade 3	6	6	6
6	Grade 4	10	10	10
7	Grade 5	8	8	8
8	Grade 6			
9	Grade 7	9	9	9
10	Grade 8	1	1	1
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):			44

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

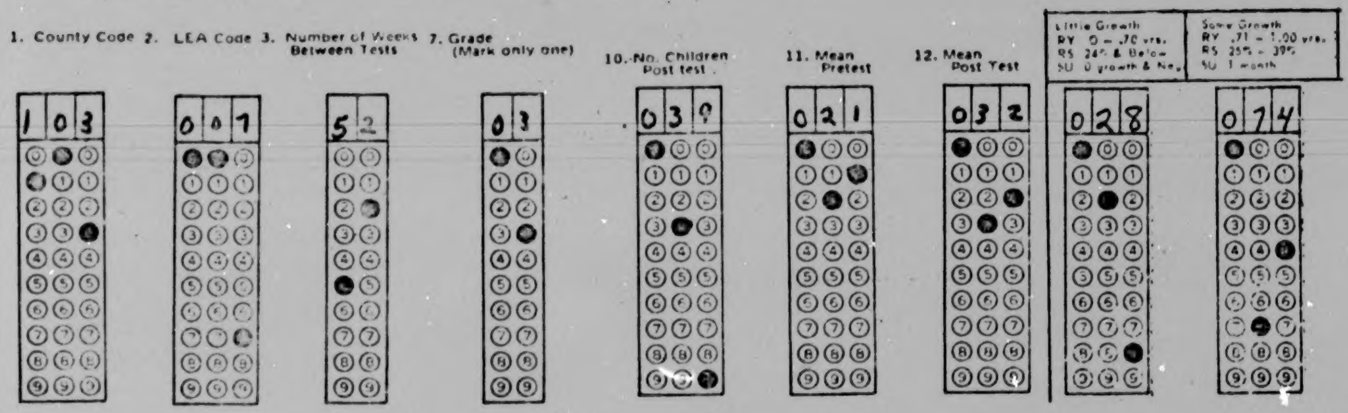
List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Reading	26	18	
2 Math	26	18	
3 Social Studies	26	18	
4 Science	26	18	
5			
6			
7			
8			
9			
10			
11			
12			

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 - .70 yrs.
RS 24% & Below
SU 0 growth & Ne.
Some Growth
RY .71 - 1.00 yrs.
RS 25% - 39%
SU 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
2. Do not blacken more than one circle in any column.
3. All summer activities will be marked in item 5 as summer.
4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.
9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Joseph's Home for Boys County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Social Studies [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(✓) Classroom teacher
( ) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
Sister Rose Irene
Telephone Number 481-9121

3. Indicate, in number of weeks, the length of time this activity operated.

44 Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

44 Regular year from grades 1-8 13 ~~[illegible]~~ 44 Summer from grades 1-8 13

5. a. Indicate the number of participants in which pre and post evaluation is available.

29 Regular year – Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

Some students participate in a regular school program in outside schools. As these students re-enter [illegible] program new ones replace them in our program

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

The major objectives of the program are to increase levels at least 1.0 years.

Name of instructional activity evaluated in this report Social Studies

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used: Stanford W X
Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
8	1	5.9	6.3	.4
7	4	5.8	6.9	1.1
6				
5	6	4.4	4.7	.3
4	8	3.1	4.5	1.4
3	4	3.4	3.9	.5
2	4 *			
1	2 *			

* Primary Battery does not include Social Studies

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES
Complete this table for all instructional activities. No. of weeks between tests 36

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

GAINS	NUMBER OF STUDENTS BY GRADE LEVEL														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.					2	3	5		1	1					12
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month															
Marked Growth RY 1.01 - 1.50 yrs. RS 40% - 74% SU 2 mos. - 3 mos.					1	1			1						3
Substantial Growth RY 1.51 yrs. & over RS 75% - 100% SU Above 3 mos.					1	4	1		2						8
TOTAL															23 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES
Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

Prior Gains	NUMBER OF STUDENTS BY GRADE LEVEL												
	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 - .70 yrs.	☒												
.71 - 1.00	☒												
1.01 - 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

N/B. Pupils are placed according to ability rather than grade level.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report S.R.G. Map & Globe
" Graph & Picture Study
Social Science Resource Series
Film strips & Records.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

As noted in the achievement chart some degree of advancement was shown. Post testing showed evidence of progress.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

The students have made progress. A good percentage of students were new in the program. This reason made it necessary to find an appropriate level for him to accomplish what he could in a more secure atmosphere.

11. Make recommendation of changes needed for this activity.

I do not believe a change in activity is necessary. What is most important is for the teacher to recognize his needs as he enters the program.

12. Describe any unique or innovative features of this activity.

A unique feature of the program or activity is that he can work independently and on a level in which he can succeed.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Social Science film strips, recordings and test have been beneficial. The Pre and Post tests have been helpful in noting any progress made.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	[illegible]	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1
C B	5.0	7.9	-2.9
B B		5.9	
C L		5.9	
T B	3.8	4.9	-1.1
G B	4.0	4.9	-.9
J B		4.9	
T H.		1.9	

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

The above students entered our program after pretesting. Results not recorded above were boys who were barely able to score in a Primary battery of tests.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA Providence COUNTY CODE 115 LEA CODE ~~125~~-115
TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
19 Regular School Term 1 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1--3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week			12		
Daily					
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4			
7	Grade 5			
8	Grade 6	3	3	3
9	Grade 7	6	6	6
10	Grade 8	3	3	3
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):	12	12	12

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

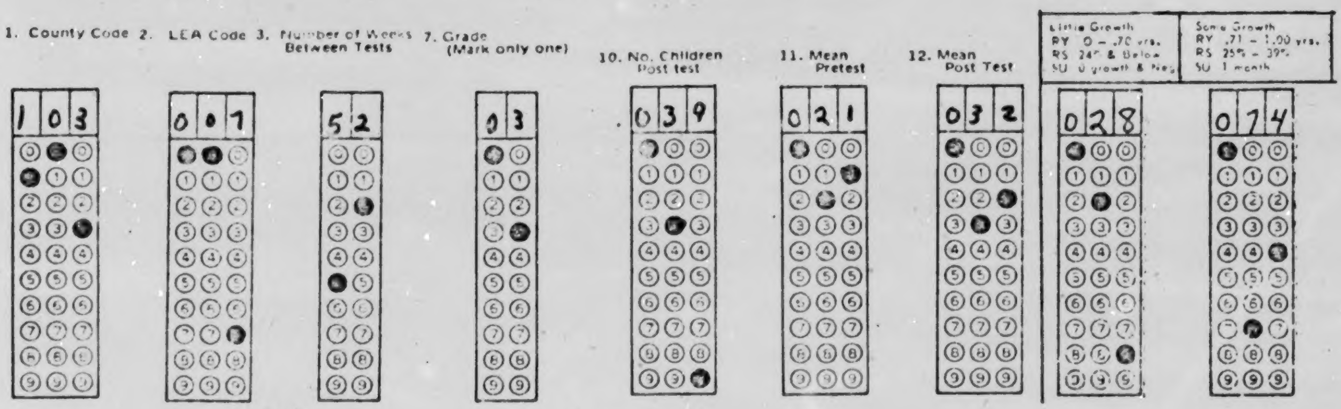
List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Dolch Word Drill	3	9	
2 Consonant Review	3	9	
3 Vowel Review	3	9	
4 Consonant Blends	3	9	
5 Comprehension Check	3	9	
6 Syllabication	3	9	
7 Contractions	3	9	
8 Crosswords	3	9	
9			
10			
11			
12			

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 - .70 yrs.
RS 24% & Below
SU 0 growth & Neg
Some Growth
RY .71 - 1.00 yrs.
RS 25% - 39%
SU 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA Providence County Code 115 LEA Code ~~[illegible]~~-115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Reading [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
(X) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
John deValcourt
Telephone Number (314)652-5866

3. Indicate, in number of weeks, the length of time this activity operated.

19 Regular year 1 Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

12 Regular year from grades 6-8 12 Summer from grades 6-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

12 Regular year ________ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
3	1 hour

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To improve word recognition, comprehension and interpretative reading by one grade level.

Name of instructional activity evaluated in this report Reading

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** Iowa Basic Skills

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
6	3	2.3	2.7	+0.4
7	6	3.8	4.3	+0.5
8	3	6.0	6.7	+0.7

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** 23

[✓ Ry] - Regular year Rs - Rating Scales Su - Summer (Circle One)	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	**TOTAL**
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.								2	5	1					8
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.										2					2
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.								1	1						2
TOTAL								3	6	3					12 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X					3	5	1					9
.71 – 1.00	X						1	2					3
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X					3	6	3					12 Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report READING

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached? The stated objective was for a one year gain in subject areas mentioned. Of the students participating half of them fulfilled the objective, a quarter partially fulfilled the objective and a quarter did not meet the objective or showed a decline in this particular subject
(Title I classes held only for 6 months, so objective is revised accordingly to a half-year gain.)

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity? The students who met the objective fully or partially were those who seemed to be self-motivated and functioning on an academic level not as deficient as others. The scheduled hours for the class to meet were not convenient for the majority of the students. The concept of the tutoring class was generally positive, by those students who met with any success in anyone area.

11. Make recommendation of changes needed for this activity. This activity might work better were it incorporated into the school day and such strategies used provided the students with more successful and interesting experiences.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA Providence COUNTY CODE 115 LEA CODE 115-115
TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
19 Regular School Term 1 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week			12		
Daily					
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

GRADE		REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4			
7	Grade 5			
8	Grade 6	3	3	3
9	Grade 7	6	6	6
10	Grade 8	3	3	3
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):	12	12	12

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Puntuation (Transp)	3	9	
2 Capitalization "	3	9	
3 Sequencing cards	3	9	
4 Vocab. word search	3	9	
5 Crosswords	3	9	
6 Sentence Structer	3	9	
7 Paragraphing	3	9	
8			
9			
10			
11			
12			

FISCAL YEAR 1974
LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
PART II – B
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA Providence County Code 115 LEA Code [illegible]-115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Language Arts [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
(X) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity. John deValcourt	
Telephone Number (314)652-5866	

3. Indicate, in number of weeks, the length of time this activity operated.

19 Regular year
1 Summer

4. Indicate the number of NtD ~~nonpublic~~ school children eligible for Title I programs, involved in this activity.

12 Regular year from grades 6-8
12 Summer from grades 6-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

12 Regular year
Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
3	1 hour

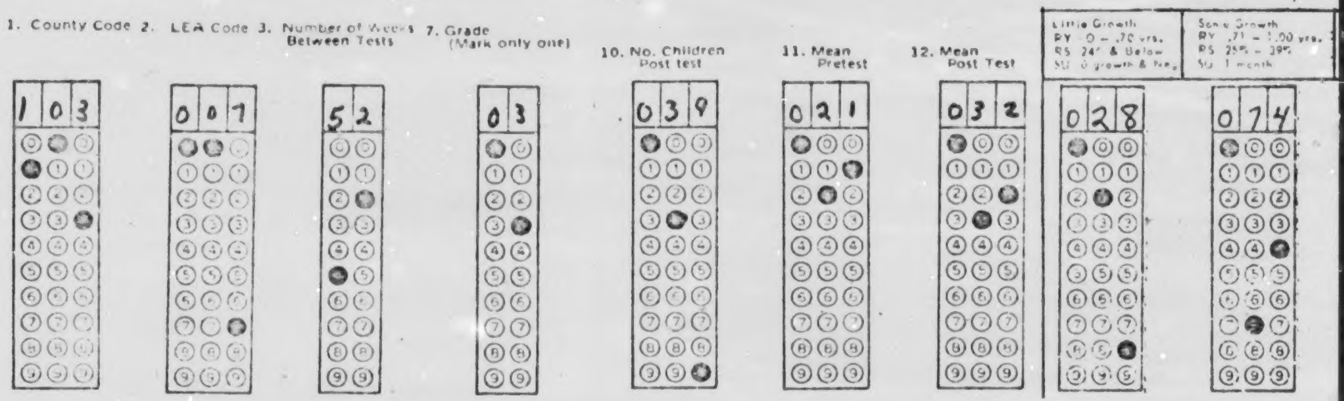
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To improve spelling, writing and communication skills by one grade level.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Language Arts

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** Iowa Basic Skills

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
6	3	2.1	2.3	+0.2
7	6	3.1	4.5	+1.4
8	3	5.2	6.5	+1.3

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** 23

[✓ Ry] - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.								2	1						3
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.									1	1					2
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.								1	4	2					7
TOTAL								3	6	3					12 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: $\text{Prior average yearly gain} = \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

Prior Gains	NUMBER OF STUDENTS BY GRADE LEVEL											
	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Language Arts

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached? Of students enrolled in the class approximately twothirds of that number, according to test scores;reached the stated objective of a one year gain. Of this two-thirds,about half exceeded that objective by six months or more. The other one-third made no visible gains on test scores with some loss indicated for about half of these.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity? The students who exceeded stated objectives . were generally ones who were to some extent self-motivated. The open atmosphere of the classroom spurred their curiosity, Others were offended by having to remain and extra hour after school. Also some of the students' reading ability was so deficient as to make it difficult to teach much other than basic oral concepts. The materials left something to be desired as to their motivating qualities for slow learners. Greater needs than time allowed.

11. Make recommendation of changes needed for this activity.

This activity might work better were it incorporated into the regular school hours. Also if possible,more motivational or game-type activities, might be employed to get students interested and provide some success in the area.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Story cards used for sequencing activities. Story or how-to instruction put on individual sentence cards to be arranged in order and for dealing with topic sentences, concluding sentences, etc.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for varicus comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA Providence COUNTY CODE 115 LEA CODE ~~115~~-115

TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
19 Regular School Term 1 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week			12		
Daily					
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4			
7	Grade 5			
8	Grade 6	3	3	3
9	Grade 7	6	6	6
10	Grade 8	3	3	3
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):	12	12	12

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Multiplication Records	3	9	
2 " Games	3	9	
3 Fraction Puzzles	3	9	
4 Math Kit	3	9	
5 Peg Boards	3	9	
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA Providence County Code 115 LEA Code ~~115~~-115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Arithmetic [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
(X) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
John deValcourt
Telephone Number (314) 652-5866

3. Indicate, in number of weeks, the length of time this activity operated.

19 Regular year 1 Summer

4. Indicate the number of N+D ~~nonpublic~~ school children eligible for Title I programs, involved in this activity.

12 Regular year from grades 6-8 12 Summer from grades 6-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

12 Regular year Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	1 hour

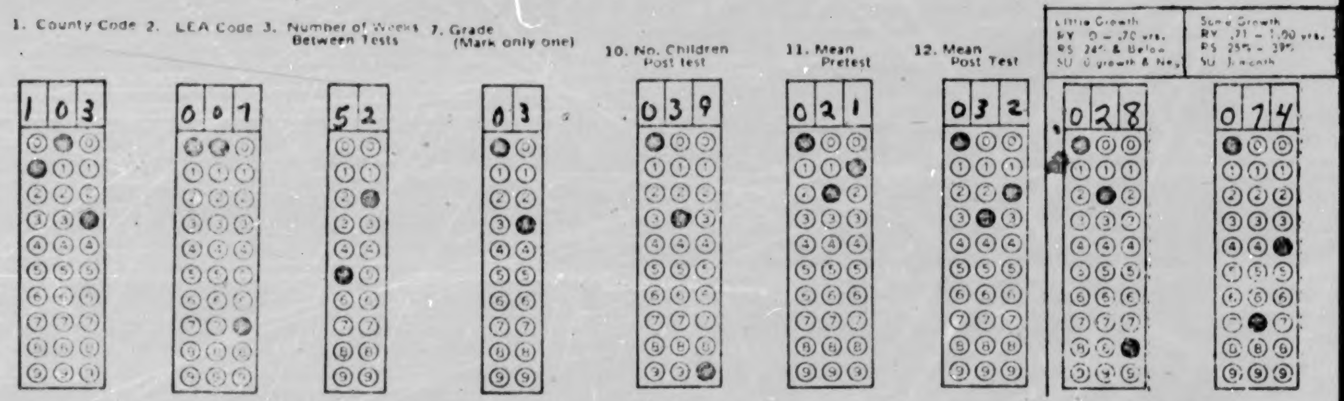
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To improve the basic arithmetic skills in doing the four operations of addition, subtraction, multiplication and division by one grade level

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
RS 24% & Below
SU 0 growth & Neg
Some Growth
RY .71 – 1.00 yrs.
RS 25% – 39%
SU 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
2. Do not blacken more than one circle in any column.
3. All summer activities will be marked in item 5 as summer.
4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.
9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Arithmetic

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** Iowa Basic Skills

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
6	3	1.9	3.6	+1.7
7	6	4.1	4.9	+0.8
8	3	5.7	6.6	+0.9

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** 23

[✓ Ry] - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.									3	1					4
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month								1							1
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.								2	3	2					7
TOTAL								3	6	3					12 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain $= \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

Prior Gains	NUMBER OF STUDENTS BY GRADE LEVEL												TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	
0 – .70 yrs.	X					3	5	1					9
.71 – 1.00	X						1	2					3
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X					3	6	3					12 Grand Total

---

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Arithmetic

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Eight of the twelve students achieved average of 0.9 to 3.6 years improvement. Two of the twelve improved less 0.9 but greater than 0.1. Two of the twelve regressed 1 to 2 grades as measured by ITBS. Therefore 831/3 % improved as measured by ITBS.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity? The tutorial approach to math practical skills was successful for 83% of the students in the program . Of the 83%, 16 2/3% improved by 3 years. 16 2/3% improved by 2 years ; 25% improved by more than 1 year but less than 2 years. 8 1/3% improved by the expected 0.9 mo.

The multi-sensory approach using manupulative math-concept equipment with constant variations reaches that sort of student who has short attention-retentions span and weak math skills as measured by ITBS.

11. Make recommendation of changes needed for this activity. We have used teacher-made tapes directed to specific students. We need short tape cards for those very distracted students who cannot be patient with tape.

12. Describe any unique or innovative features of this activity.

Mandatory attendance for those who wish to be part of this program. Withdrawal of those who do not wish to be part.

~~Almost total~~ . Almost total individualization through games and other manipulation activities in math concept.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA ST. Louis PUBLIC SCHOOLS MO. HILLS SCHOOL COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
N/A. Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		85			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		6	6
7	Grade 5		6	6
8	Grade 6		18	15
9	Grade 7		10	10
10	Grade 8		5	5
11	Grade 9		21	21
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded		19	19
16	TOTAL (SUM OF 1-15):		85	85

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

	ACTIVITY LIST FOR PROJECT	Neg. or Del.		
		K-6	7-12	UNGR
1				
2	Reading	30	36	19
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA ST. LOUIS PUBLIC SCHOOLS Mc. HILLS SCHOOL County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Reading RY [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

☒ Classroom teacher

( ) Principal

( ) Other (specify) ____

Name and Title of the person primarily responsible for evaluation of this activity.
C. Branson Supervising tchr.

Telephone Number 741-6400

3. Indicate, in number of weeks, the length of time this activity operated.

N/A Regular year 6 Weeks Summer

4. Indicate the number of ~~nonpublic~~ N + D school children eligible for Title I programs, involved in this activity.

N/A Regular year from grades ____ 85 Summer from grades ung to 9

5. a. Indicate the number of participants in which pre and post evaluation is available.

____ Regular year NONE Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

Evaluation by teacher made tests and faculty observation

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	75

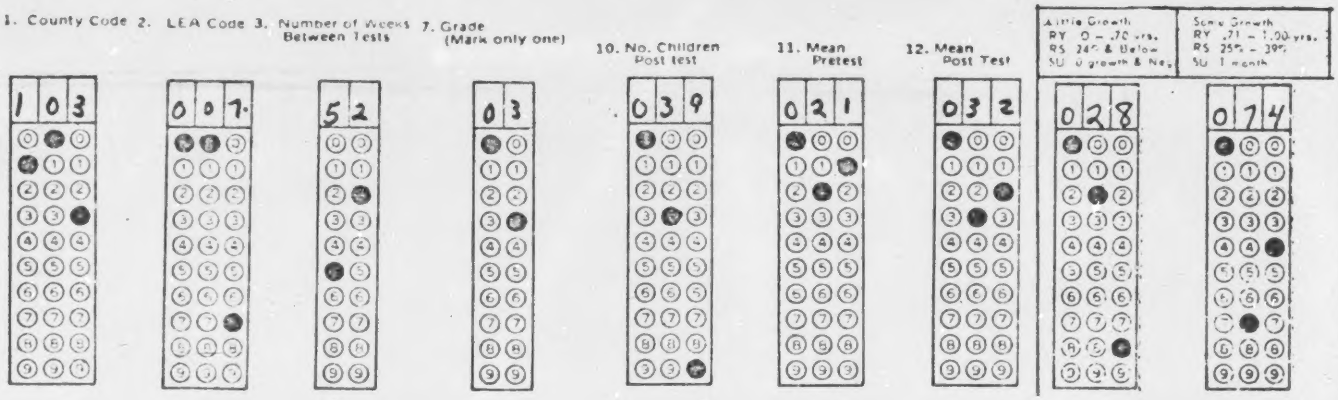
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To raise the level of reading for all of our students since all are retarded from a few months to 3 to 4 years.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post Test
11. Mean Pretest
12. Mean Post Test
A little Growth
RY 0 - .70 yrs.
RS 24% & Below
SU 0 growth & Neg.
Some Growth
RY .71 - 1.00 yrs.
RS 25% - 39%
SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Reading

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums. Feel free to submit such other** data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ____________

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

Evaluation by teacher made tests and faculty observation

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

evaluation by faculty observation

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

evaluation by faculty observation

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Reading

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached? With children reading below second grade there was a great deal of progress, providing there was no learning disability or mild retardation. Greatest progress was made with children who were closer to normal in intelligence but who had previous poor school attendance. Objectives for every child varied in that the youngsters were at levels from pre-primary to 11th grade.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity? Progress was minimal ~~fop~~ for some; average for some; and maximum for others. Various factors entered into their progress. Motivation, inherent intelligence, experiential background, cognitive processes, whether they were in school for entire summer, whether they were enrolled in mid-summer, etc. Attendance was a vital issue in progress of child. Generally speaking, every child learned something; it was just a matter of degree. Considering the shortness of the session & the many variables involved, the progress is rated high.

11. Make recommendation of changes needed for this activity. Those youngsters who fall in age range of 12-15 & who are reading below 3rd level need to be in smaller classes & given far more individualized attention. Classes of 15 children, all with severe reading problems is entirely too large.

12. Describe any unique or innovative features of this activity. Efforts were made to use tutor's who volunteered their time. This greatly relieved stress on one teacher & provided opportunity to individualize instruction. With the low readers a linguistics approach (Bloomfield's) was used. This method was highly successful.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1

Evaluation by faculty observation

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

ST. LOUIS PUBLIC SCHOOLS
NAME OF LEA Mo. HILLS SCHOOL COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

N/A Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		85			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE (1)	REGULAR YEAR (2)	SUMMER (3)	UNDUPLICATED TOTAL (4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		6	6
7	Grade 5		1	1
8	Grade 6		15	15
9	Grade 7		10	10
10	Grade 8		5	5
11	Grade 9		21	21
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded		19	19
16	TOTAL (SUM OF 1-15):		85	85

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del. K-6	7-12	UNGR
1			
2 Language art	30	36	19
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA ST. LOUIS PUBLIC SCHOOLS Mc. HILLS School County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Language arts RY, [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(x) Classroom teacher
( ) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
C. Branson Supervising Tch.
Telephone Number 741-6400

3. Indicate, in number of weeks, the length of time this activity operated.

N/A Regular year 6 Weeks Summer

4. Indicate the number ~~of nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

N/A Regular year from grades ______ 85 Summer from grades kng to 9

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year NONE Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. evaluation by teacher made tests and Faculty observation.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	75

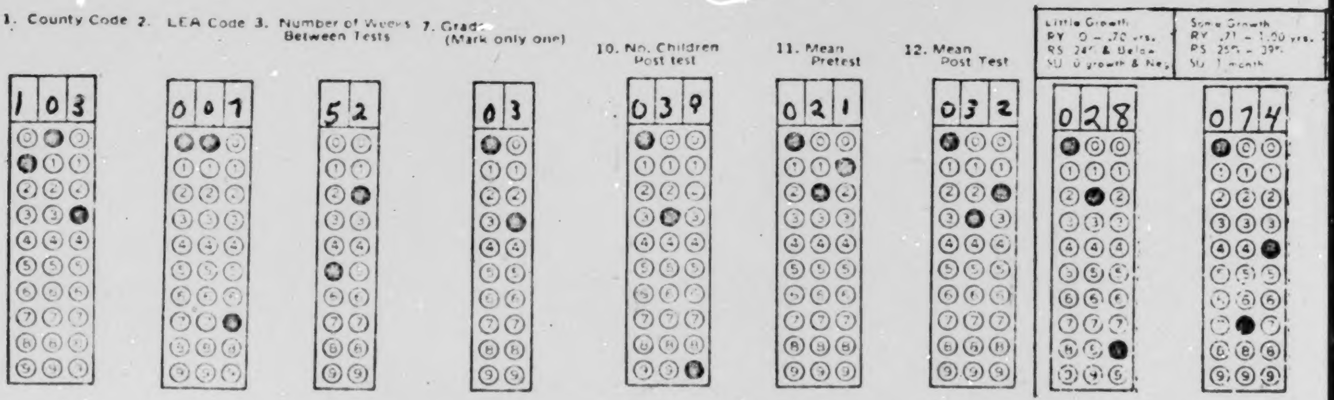
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To improve as much as possible the oral and written language ability of all boys.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.
Some Growth RY .71 - 1.00 yrs. PS 25% - 39% SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
2. Do not blacken more than one circle in any column.
3. All summer activities will be marked in item 5 as summer.
4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.
9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Language arts

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** __________

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
	Evaluation by Teacher made test and Faculty observation			

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** __________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month			Faculty observation												
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL													
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X		Faculty observation										
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Language arts

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

75% of students according to teacher made tests showed progress in oral and written communication skills.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity? There was a marked improvement of comprehension skills through silent & oral reading of newspaper articles. Through dictionary activities marked growth was shown in vocabulary and/or word usage.

The students were more sure of how to express themselves through oral & written expressions

11. Make recommendation of changes needed for this activity.

NONE

12. Describe any unique or innovative features of this activity.

Recording on tape oral dialogue between several students. Showing and discussing films. Presentation of a "new" word each day stimulated a desire to increase vocabulary.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.I.	3.7	3.8	–.1

Evaluation by
Faculty observation

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title 1, ESEA

ST. LOUIS PUBLIC SCHOOLS
NAME OF LEA Mo. HILLS SCHOOL COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- Neglected Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
N/A Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		85			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		6	6
7	Grade 5		6	6
8	Grade 6		15	18
9	Grade 7		10	10
10	Grade 8		5	5
11	Grade 9		21	21
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded		19	19
16	TOTAL (SUM OF 1-15):		85	85

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1			
2 ARITHMETIC	30	36	19
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA ST. LOUIS PUBLIC SCHOOLS Mc HILLS SCHOOL County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report arithmetic RY [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
( ) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
C. Branson - Supervising Tchr.
Telephone Number 741-6400

3. Indicate, in number of weeks, the length of time this activity operated.

N/A Regular year 6 weeks Summer

4. Indicate the number of ~~nonpublic~~ N + D school children eligible for Title I programs, involved in this activity.

N/A Regular year from grades ______ 85 Summer from grades Kdg to 9

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year NONE Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. By teacher made tests and faculty observation

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	75

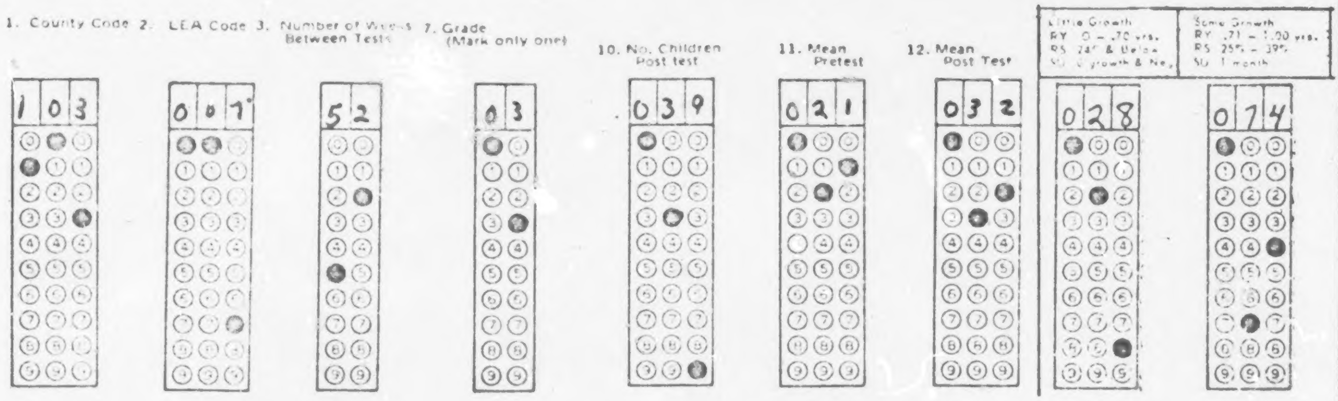
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

TO increase as much as possible the children mathematical skills and problem solving.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
RS 24% & Below
Some Growth
RY .71 – 1.00 yrs.
RS 25% – 39%
SD 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report ARITHMETIC

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ____________

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

Evaluation by
Teacher made tests and
Faculty observation.

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

Evaluation by
Faculty observation

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains   Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL													
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

Evaluation by
Faculty observation

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Mathematics

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

100% of the students according to teacher made tests showed growth in concepts and computational skills in addition, multiplication and division of 2, 3, and 4 place numerals. (concepts of numeral place value were clarified)

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Cognitive skills are hindered by behavioral attitudes such as short attention span, irrelevant distractions, and peer group influences. However, 7 out of 10 students displayed a desire to learn.

11. Make recommendation of changes needed for this activity.

Math games which involve 2 or more students and more homogeneous grouping. More individual attention. work with puzzles. Frequent short periods of drill.

12. Describe any unique or innovative features of this activity.

Students are motivated more by math situations involving money and material objects. use of puzzles, crossword & number puzzle- keeping track of their own progress.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Field trips would have enhanced the summer activity by having students relate cognitive skills to the activities, Resulting in a whole, [illegible] learning or continuity in learning activities.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

Evaluation by faculty observation

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA Griscom St. Louis Pub. School COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

_______ Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		105			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		4	
7	Grade 5		3	
8	Grade 6		9	
9	Grade 7		18	
10	Grade 8		71	
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15)		105	

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Reading	16	89	
Language Arts	16	89	
3 Mathematics	16	89	
4 Physical Education	16	89	
5			
6			
7			
8			
9			
10			
11			
12			

***Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.**

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA Griscom St. Louis Pub. School County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Physical Education RY, [✓ Su]
(Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
(X) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.

Telephone Number 531-3600 (213)

3. Indicate, in number of weeks, the length of time this activity operated.

______ Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ N + D school children eligible for Title I programs, involved in this activity.

______ Regular year from grades ____ 105 Summer from grades 4-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year none Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	60

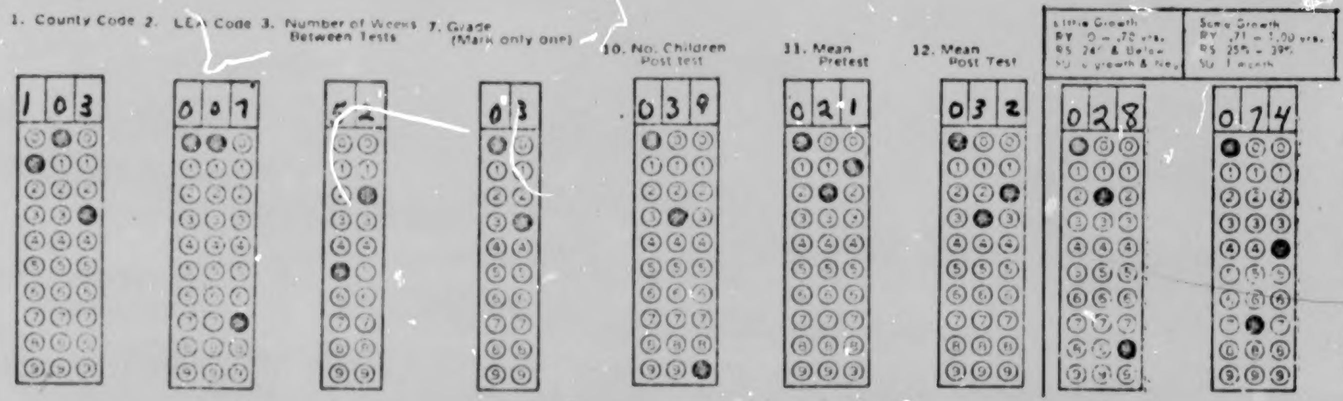
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To help the children develop skills that will enable them to participate in the various sports and other physical activities with a good understanding of the rules and regulations.

SPECIAL INSTRUCTIONS FOR·COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
RS 24% & Below
SU growth & Neg.
Some Growth
RY .71 – 1.00 yrs.
RS 25% – 39%
SU 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Physical Education

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ______

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ______

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain $\left(\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}\right)$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

Name of instructional activity evaluated in this report Physical Education

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Approximately 95 per cent.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

They participated cooperatively . This can be contributed to the fact that they had a better understanding of the rules and regulations of the various activities.

11. Make recommendation of changes needed for this activity.

none

12. Describe any unique or innovative features of this activity.

They have the pleasure of having a variety of activities.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

None

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St. [illegible] Pub. School Griscom COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

______ Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		105			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

GRADE		REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		4	
7	Grade 5		3	
8	Grade 6		[illegible]	
9	Grade 7		[illegible]	
10	Grade 8		71	
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):		105	

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Reading	16	89	
2 Language Arts	16	89	
3 Mathematics	16	89	
4 Physical Education	16	89	
5			
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA Griscom St. Louis Pub. School County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Mathematics RY [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
(X) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
Telephone Number 531-3600 (213)

3. Indicate, in number of weeks, the length of time this activity operated.

Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ N + D school children eligible for Title I programs, involved in this activity.

Regular year from grades 105 Summer from grades 4-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

Regular year None Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	60

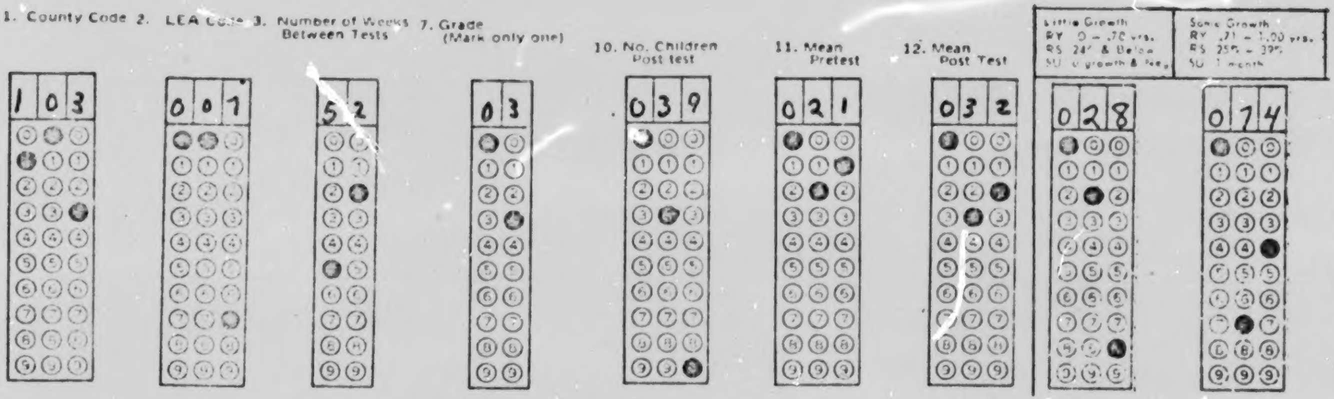
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To reinforce and to increase computation skills of mathematics.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
RS 24% & Below
SU 0 growth & Neg.
Some Growth
RY .71 – 1.00 yrs.
RS 25% – 39%
SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Mathematics

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ________________
Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ________________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES
Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain $= \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

---

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

Name of instructional activity evaluated in this report Mathematics

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

There was littl better than a moderate degree of accomplishment in this area.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

One can be proud of the success of this activity. It might be felt that whatever progress was made by the children was worthwhile. (Some children were asking for extra materials to practice with)

11. Make recommendation of changes needed for this activity.

There has been seen a need for more mathematical games.

12. Describe any unique or innovative features of this activity.

Each child works on own level and can possibly see his own need of various areas of improvement without embarrassment.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

More audio-visual materials would be helpful.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA Griscom St. Louis Pub. School COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

_______ Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		105			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

GRADE		REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		4	
7	Grade 5		3	
8	Grade 6		9	
9	Grade 7		18	
10	Grade 8		71	
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):		105	

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Reading	16	89	
2 Language Arts	16	89	
3 Mathemetics	16	89	
4 Physical Education	16	89	
5			
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Pub. School Griscom County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Language Arts RY, [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

(X) Principal

( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
LaVaun Maupin

Telephone Number 531-3600

3. Indicate, in number of weeks, the length of time this activity operated.

_____ Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

_____ Regular year from grades _____ 105 Summer from grades 4-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

_____ Regular year None Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	60

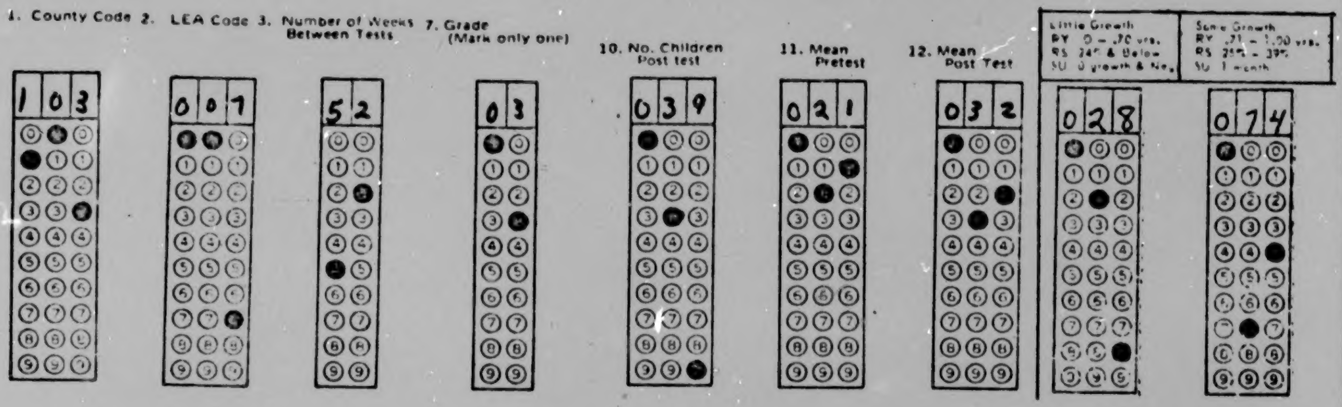
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To increase such language skills as Capitalization, Punctuation, and Correct usage.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 - .70 yrs.
RS 24% & Below
SU 0 growth & Neg.
Some Growth
RY .71 - 1.00 yrs.
RS 25% - 39%
SU 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Language Arts

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:**

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests**

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month															
Marked Growth RY 1.01 - 1.50 yrs. RS 40% - 74% SU 2 mos. - 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% - 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains

$$\text{Prior average yearly gain} = \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$$

See back of page 5

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 - .70 yrs.	X												
.71 - 1.00	X												
1.01 - 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report **Language Arts**

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

There seemed to be a moderate degree of growth shown in the meeting of these objectives. (about 75 or 80 per cent growth.)

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

There was some improvement shown in the way some of the students wrote as well as spoke.

11. Make recommendation of changes needed for this activity.

None

12. Describe any unique or innovative features of this activity.

Language games were played as well as the children putting together their on workbooks.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Audio-visual materials play an important part in this activity.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St. Louis Pub. School Griscom COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- Neglected [✓ Delinquent] (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

_______ Regular School Term 6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		105			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		4	
7	Grade 5		3	
8	Grade 6		9	
9	Grade 7		18	
10	Grade 8		71	
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):		105	

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Reading	16	89	
2 Language Arts	16	89	
3 Mathematics	16	89	
4 Physical Education	16	89	
5			
6			
7			
8			
9			
10			
11			
12			

Instructional
Activity

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Griscom
Name of LEA St. Louis Sub. School County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Reading RY, [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
(X) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.

Telephone Number 531-3600 (213)

3. Indicate, in number of weeks, the length of time this activity operated.

________ Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ N + D school children eligible for Title I programs, involved in this activity.

________ Regular year from grades ________ 105 Summer from grades 4-8

5. a. Indicate the number of participants in which pre and post evaluation is available.

________ Regular year none Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5	60

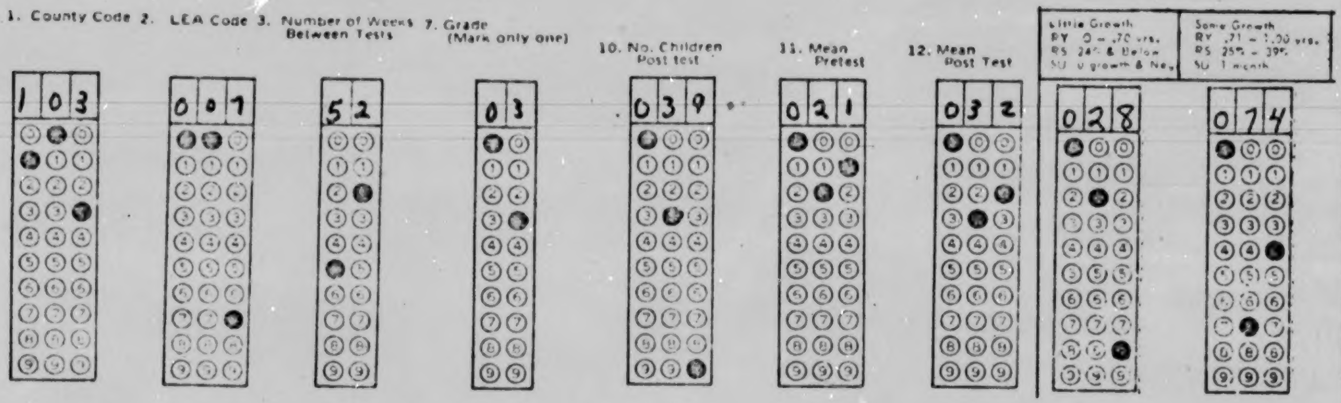
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

To strengthen comprehension skills and to increase the childrens' vocabulary

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Reading

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3. CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ____________

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4. GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING* IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain $= \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of.page 5

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1*	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Reading

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

There was noticed a little better than average growth in the childrens' accomplishing any degree of success. Hence, if there was a per cent placed on the success of the outcome of this objective, I would say about 60 or 65 per cent.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

There was an expressed interest in this activity by the children themselves. Some stated that they didn't know that reading could be such fun as well as informative.

11. Make recommendation of changes needed for this activity.

More current event and news paper type of material would be helpful.

12. Describe any unique or innovative features of this activity.

None particularly. They did mention that they enjoyed using the material which was on tape. (Low readability but high interest)

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Teacher made games as well as periodicals are helpful in helping the children to increase their comprehensive and vocabulary skills.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St. Louis Christian Home COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- [✓ Neglected] Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

✓ Regular School Term ______ Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week		3	6	17	
2 to 3 days/week					
Daily			2	2	
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3	1		
6	Grade 4	2		
7	Grade 5	2		
8	Grade 6	7		
9	Grade 7	6		
10	Grade 8	8		
11	Grade 9	3		
12	Grade 10	1		
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):	30		

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Social Studies	3	27	
2 Science	3	27	
3 Reading	3	27	
4 Language Arts	3	27	
5 Math	3	27	
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Christian Home County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report LANGUAGE ARTS [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) Adm asst. (for classroom teacher who left employment June '71)

Name and Title of the person primarily responsible for evaluation of this activity.
Mrs June Schuey, Adm. Asst.
Telephone Number

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year ______ Summer

4. Indicate the number of N+D ~~nonpublic~~ school children eligible for Title I programs, involved in this activity.

30 Regular year from grades 3-10 ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

Through consultation with school teachers - regular visits with school. Weekly report of classroom teacher

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
1-2 periods / wk	1-2 hr periods

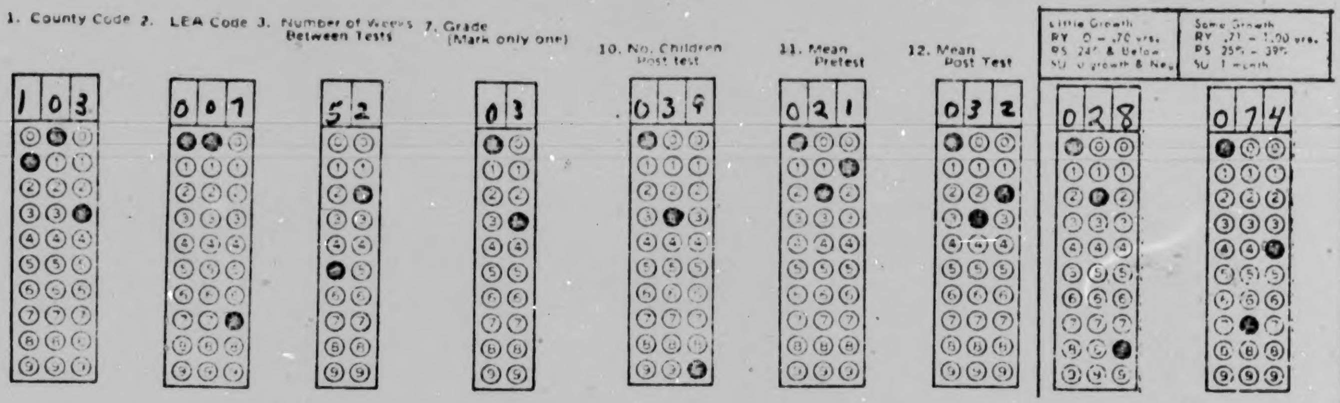
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

Increase language ability of the individual student, build self-confidence in communicating skills

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
PS 24% & Below
SU 0 growth & Neg.
Some Growth
RY .71 – 1.00 yrs.
PS 25% – 39%
SU 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Language Arts

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** *

Complete this chart only where tests are used for evaluation:

*No specific test given; only worked in co-ordination with performance in regular class work.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** * Note above

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month															
Marked Growth RY 1.01 - 1.50 yrs. RS 40% - 74% SU 2 mos. - 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% - 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

No specific info. given by regular school on this.

	NUMBER OF STUDENTS BY GRADE LEVEL											
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 - .70 yrs.	☒												
.71 - 1.00	☒												
1.01 - 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Language Arts

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Most of the children raised their level in regular school.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Children interest raised, thereby producing better classroom participation.

11. Make recommendation of changes needed for this activity.

Contact with outside to stimulate interest in arts.

12. Describe any unique or innovative features of this activity.

Those attending daily school published newspaper other children wrote articles for paper.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St. Louis Christian Home COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- Neglected Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
✓ Regular School Term ______ Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week		3	6	17	
2 to 3 days/week					
Daily		1	2	2	
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3	1		
6	Grade 4	2		
7	Grade 5	2		
8	Grade 6	7		
9	Grade 7	6		
10	Grade 8	8		
11	Grade 9	3		
12	Grade 10	1		
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):			

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Social Studies	3	27	
2 Science	3	27	
3 Reading	3	27	
4 Language Arts	3	27	
5 Math	3	27	
6			
7			
8			
9			
10			
11			
12			

Instructional
Activity

FISCAL YEAR 1974 -

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Christian Home County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Reading [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) Adm. asst (for classroom teacher who left employment) Jan 7

Name and Title of the person primarily responsible for evaluation of this activity.
Mrs June Schuy, Adm. Asst
Telephone Number 381-3100

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year ______ Summer

4. Indicate the number of N+D ~~nonpublic~~ school children eligible for Title I programs, involved in this activity.

30 Regular year from grades 2-10 ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

Consultation with school teachers, regular visits to school. Weekly report of classroom teacher

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
1-2 periods / week	1 hr / periods

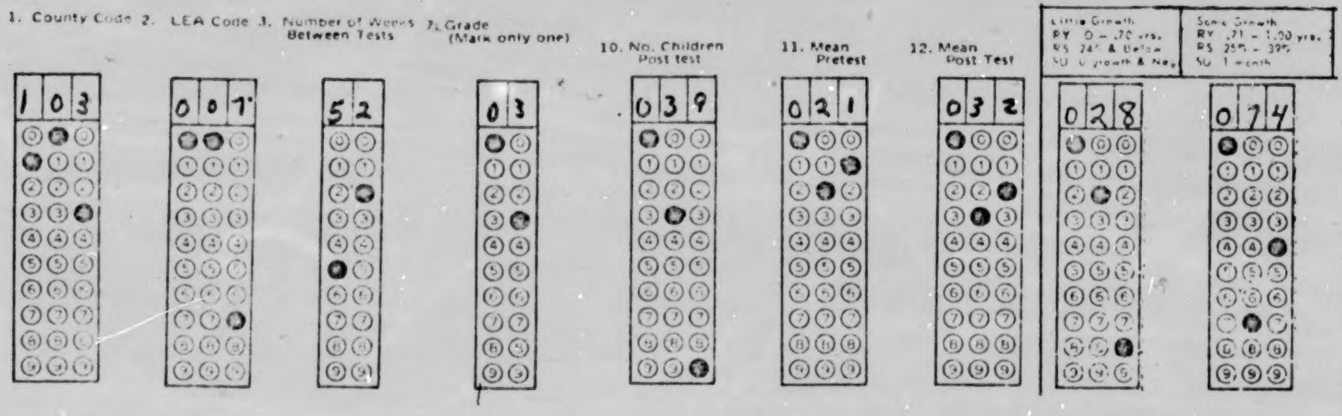
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

Raise reading level, acquaint student with different areas of reading

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 - .70 yrs.
RS 24% & Below
SU 0 growth & Neg.
Some Growth
RY .71 - 1.00 yrs.
RS 25% - 39%
SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
2. Do not blacken more than one circle in any column.
3. All summer activities will be marked in item 5 as summer.
4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.
9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report ____________________

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** *

Complete this chart only where tests are used for evaluation:

* - no specific test were given only worked in co-ordination with performance in Class room

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** *note above

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = Pretest grade equivalent score – 1 / No. of years in school See back of page 5

No specific info was given by the schools on this.

	NUMBER OF STUDENTS BY GRADE LEVEL											
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Reading

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

majority of children raised their reading level.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Higher degree of interest in reading - Reading more, visiting public library & checking out books for reading.

11. Make recommendation of changes needed for this activity.

more time set aside for reading, Reporting on what they read

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St. Louis Christian Home COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- [✓ Neglected] Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

✓ Regular School Term ____ Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week		3	6	17	
2 to 3 days/week					
Daily			2	2	
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3	1		
6	Grade 4	2		
7	Grade 5	2		
8	Grade 6	7		
9	Grade 7	6		
10	Grade 8	8		
11	Grade 9	3		
12	Grade 10	1		
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):			

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Social Studies	3	27	
2 Science	3	27	
3 Reading	3	27	
4 Language Arts	3	27	
5 Math	3	27	
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St Louis Christian Home County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report MATH [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) Adm asst (for classroom teacher who left employment June '71)

Name and Title of the person primarily responsible for evaluation of this activity.
Mrs June Schwey, Adm Asst
Telephone Number 381-3100

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year ______ Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

30 Regular year from grades 3-10 ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

Evaluation with school teachers. regular visits to school. Weekly report of classroom Teacher

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
1-2 period / week	1 hr / period

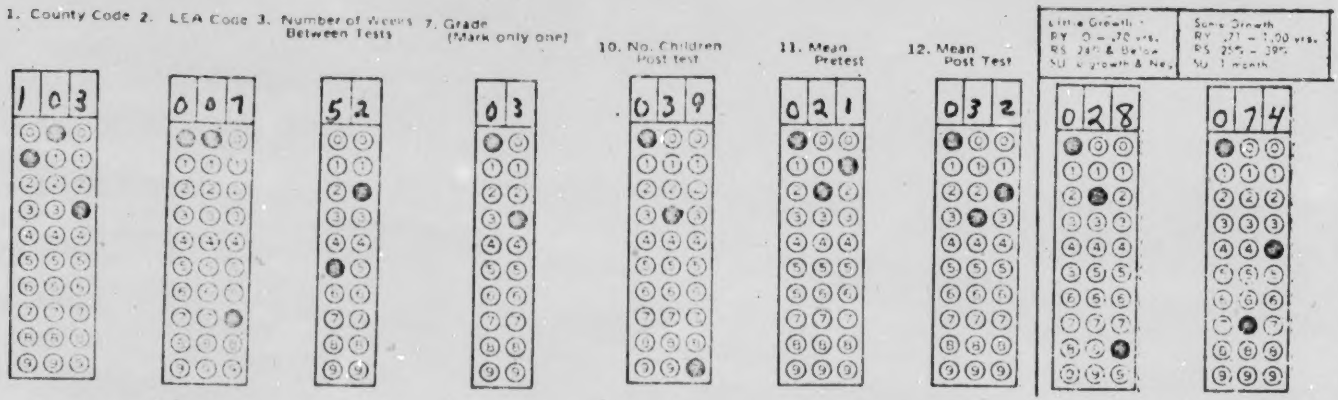
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

Raise math abilities. Build self-confidence in using math skills in everyday living.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth - RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
2. Do not blacken more than one circle in any column.
3. All summer activities will be marked in item 5 as summer.
4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.
9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report ~~[illegible]~~ Math

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** *

Complete this chart only where tests are used for evaluation:

no specific test were given, only worked in co-ordination with performance in regular school

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** * note above

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

No specific info was given by the schools on this.

	NUMBER OF STUDENTS BY GRADE LEVEL											
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 - 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report MATH

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Most were able to raise level in regular school. Those attending daily more progress was shown -

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Much more individualized help is needed with the children, as they have missed a great deal of school during their lifetime. Those receiving such help showed more progress..

11. Make recommendation of changes needed for this activity.

Individual tutoring

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St. Louis Christian Home COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- [✓ Neglected] Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
✓ Regular School Term ______ Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week		3	6	17	
2 to 3 days/week					
Daily			2	2	
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3	1		
6	Grade 4	2		
7	Grade 5	2		
8	Grade 6	7		
9	Grade 7	6		
10	Grade 8	8		
11	Grade 9	3		
12	Grade 10	1		
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):			

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 SOCIAL STUdieS	3	27	
2 SCIENCE	3	27	
3 Reading	3	27	
4 LANGUAGE ARTS	3	27	
5 MATH	3	27	
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Christian Home County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report SCIENCE [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) Adm. Asst. (for Classroom teacher - who left employment June 7)

Name and Title of the person primarily responsible for evaluation of this activity.
Mrs June Shuey - Adm Asst
Telephone Number 321-3100

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year ______ Summer

4. Indicate the number of N+D ~~nonpubl~~ic school children eligible for Title I programs, involved in this activity.

30 Regular year from grades 3-10 ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.

consultation with school teachers - regular contact with school. Weekly report of classroom teacher

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
1-2 Periods / Wk	1-2 hr period

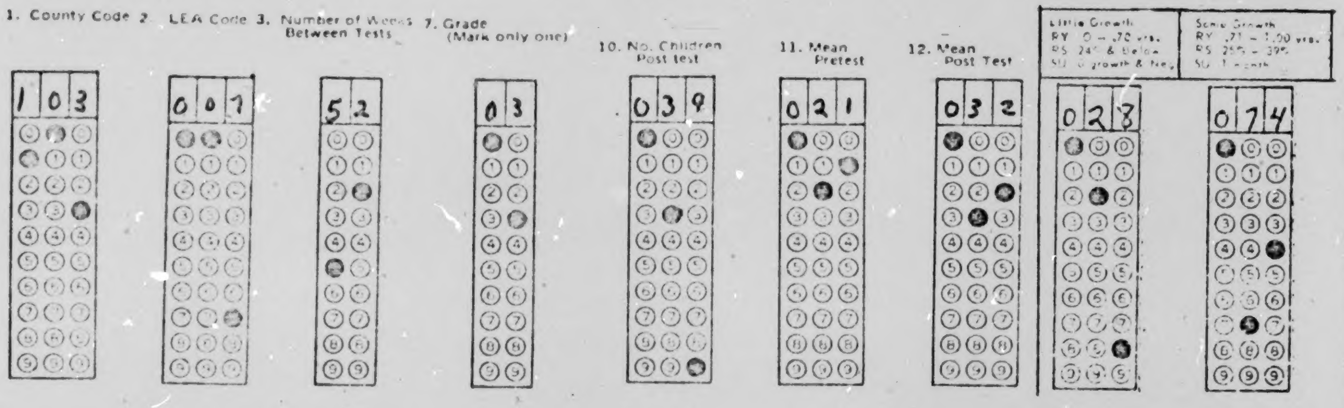
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

Raise science level, develop awareness of world through science.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
RS 24% & Below
SU 0 growth & Neg
Some Growth
RY .71 – 1.00 yrs.
RS 25% – 39%
SU 1 month
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report ____________________

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** *

Complete this chart only where tests are used for evaluation:

No specific were given; only worked in coordination with performance in class room.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** * note above

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

No specific information was given by the schools on this.

	NUMBER OF STUDENTS BY GRADE LEVEL											
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report SCIENCE

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Most of the children showed increase in level of science knowledge

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Based on increase of interest their performance level was raised.

11. Make recommendation of changes needed for this activity.

Use of more scientific experiments, for direct involvement in the learning process.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA St. LOUIS Christian COUNTY CODE 11.5 LEA CODE 115
TYPE OF PROGRAM -- [✓ Neglected] Home Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
✓ Regular School Term ______ Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week		3	6	17	
2 to 3 days/week					
Daily			2	2	
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3	1		
6	Grade 4	2		
7	Grade 5	2		
8	Grade 6	7		
9	Grade 7	6		
10	Grade 8	8		
11	Grade 9	3		
12	Grade 10	1		
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):	30		

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del. K-6	7-12	UNGR
1 SOCIAL STUdIES	3	27	
2 SCIENCE	3	27	
3 READING	3	27	
4 LANGUAGE ARTS	3	27	
5 MATH	3	27	
6			
7			
8			
9			
10			
11			
12			

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

Instructional
Activity

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St Louis Christian Home County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report SOCIAL STUdIES [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) adm asst (fall classroom teacher who left employment (June 7))

Name and Title of the person primarily responsible for evaluation of this activity.
Mrs June Salvey, adm asst
Telephone Number 381-3100

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year ____ Summer

4. Indicate the number of N + D ~~nonpublic~~ school children eligible for Title I programs, involved in this activity.

30 Regular year from grades 3-10 ____ Summer from grades ____

5. a. Indicate the number of participants in which pre and post evaluation is available.

–0 Regular year ____ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. Evaluation with school teachers, regular visit to schools. Weekly report of classroom teacher.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
1-2 periods / wk	1-2 hr / period.

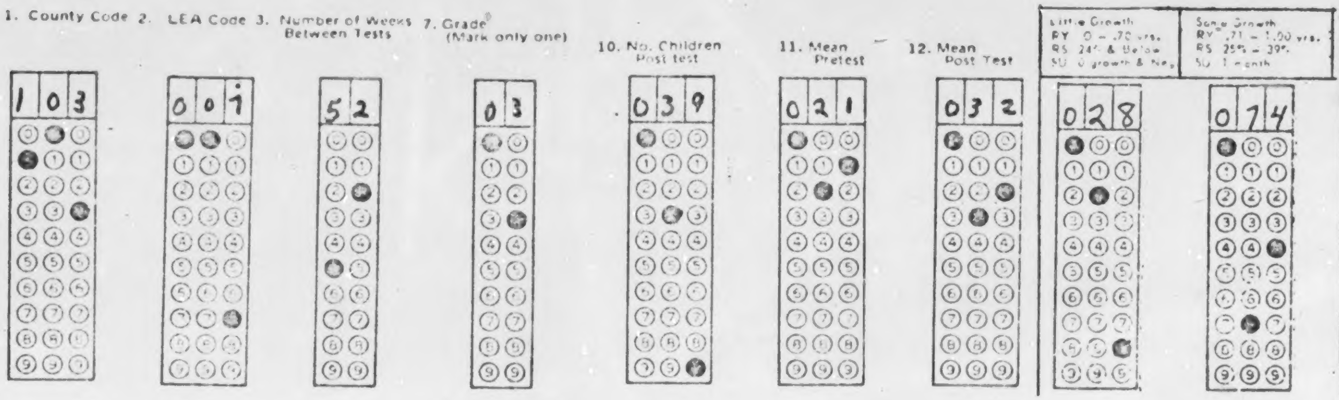
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

Enrich knowledge of children regarding World around them
Raise level of individual student in social studies
Build self Confidence

SPECIAL INSTRUCTIONS
FOR COMPLETING
OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month
1 0 3
0 0 1
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
2. Do not blacken more than one circle in any column.
3. All summer activities will be marked in item 5 as summer.
4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.
9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Social Studies

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** No
Complete this chart only where tests are used for evaluation:

No specific test Were given. only Written in Coordination with performance in regular classroom

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES
Complete this table for all instructional activities. **No. of weeks between tests** See Note above

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES
Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

No specific info given by school on this.

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Social Studies

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

The majority of children reached objectives

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

They showed an interest in the world + world affairs. Some expressing it as a favorite subject. Some reluctant to become involved.

11. Make recommendation of changes needed for this activity.

more exposure to different culture.

12. Describe any unique or innovative features of this activity.

children who because of their background have never had the opportunity to visit the places of interest in their own area found many new wonderful things.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA CHILDRENS STUDY HOME COUNTY CODE________ LEA CODE________

TYPE OF PROGRAM -- [✓ Neglected] Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

38 Regular School Term   6 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily	5	4	11	8	13
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

GRADE		REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten	8	5	10
3	Grade 1	12	5	12
4	Grade 2	1	3	3
5	Grade 3	1	1	1
6	Grade 4	6	3	7
7	Grade 5	3	1	3
8	Grade 6	5	5	5
9	Grade 7			
10	Grade 8			
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):	36	23	41

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 LANGUAG ARTS REMEDIATION	41		
2 READING REMEDIATION	41		
3 ARITHMETIC REMEDIATION	41		
4			
5			
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA CHILDREN'S STUDY HOME ~~[illegible]~~ County Code ________ LEA Code ________

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report LANGUAGE ARTS REMEDIATION [✓ RY, + Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) DIRECTOR OF STUDY HOME

Name and Title of the person primarily responsible for evaluation of this activity. HOWARD S. ROME, DIRECTOR OF STUDY HOME
Telephone Number (314) 535-2670

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ P+D school children eligible for Title I programs, involved in this activity.

36 Regular year from grades K-6 23 Summer from grades K-6

5. a. Indicate the number of participants in which pre and post evaluation is available.

24 ~~[illegible]~~ Regular year — Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. 7 post test only - evaluated Table 6
3 pre-test only - left program before they could be evaluated
2 unable to test - too disturbed.
5 in school less than a month.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
Entire day in Study (Summer 5 half days) 1/2 day in [illegible] (5 half days)	Vary - 20 - 30 minutes

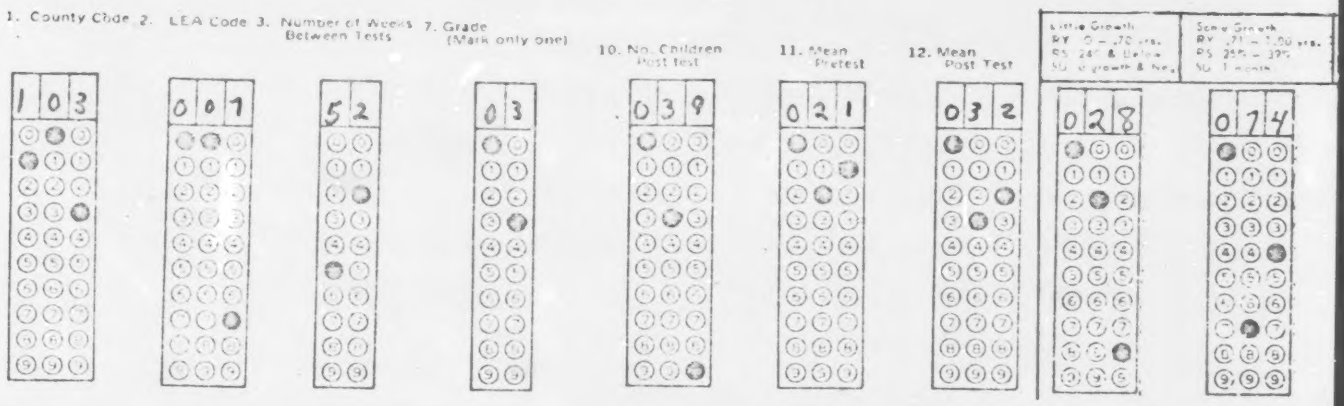
7. What were the objectives of this activity? ***Failure to list the objective will result in rejection of the evaluation.***

Raise achievement levels one academic year and increase the

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth RY 0 – .70 yrs. RS 24% & Below SG 0 growth & Neg.
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SG 1 month
103
001
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report LANGUAGE ARTS

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** METROPOLITAN
Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
Kdg	~~2~~	~~3.? %ile~~	~~41 %ile~~	~~10 %iles~~
	5	4?% ile	1.8 grade	1.8 + grade
1	~~1~~	~~??% ile~~	~~2.3 grade~~	~~2.3 + grade~~
	5	2.0	2.7	.7
2	1	2.1	2.3	.2
3	1	2.1	2.5	.4
4	5	3.3	3.2	−.1
5				
6	4	4.1	4.4	.3

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES
Complete this table for all instructional activities. **No. of weeks between tests** Varies – recorded adjusted for full year.

[✓ Ry - Regular year] Rs - Rating Scales [✓ Su - Summer] (Circle One)

NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.		1	2	1	1	5		3							13
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month			2					1							3
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.		1	1												2
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.		5	1												6
TOTAL		7	6	1	1	5		4							24 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES
Complete for regular year reading and math only.

Formula for Figuring Prior Gains: * Prior average yearly gain $= \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report LANGUAGE ARTS

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached? Objectives reached, on the average, for tire school. Objectives reached for half of the children by grades.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

There seems to an almost even split between the upper and lower grades. The objectives were reached or exceeded considerably in the Kdg and first grade – causing the over-all average to be good. However, gains were slight in grades 2-6.

11. Make recommendation of changes needed for this activity.

I feel the above statistics are similar to the last few years and reflect the nature of the children we get.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1
H.S	2.0	N/A	LITTLE
R.P	99%		MARKED
P.E.	99%		SOME
T.C	1.9		LITTLE
R.S	1.1		LITTLE
O.H	3.7		LITTLE
C.W	4.3		

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

These children did not have pre-test scores because they were too disturbed to be tested upon admission — or too negative. I would expect their progress to be slow. National norms would seem to be meaningless!

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the 71 - 1.00 category.

Instructional
Activity

Page 2
Instructional

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA CHILDREN'S STUDY HOME County Code ______ LEA Code ______

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report READING REMEDIATION [✓ RY + Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) DIRECTOR OF STUDY HOME

Name and Title of the person primarily responsible for evaluation of this activity.
HOWARD S ROWE, DIRECTOR OF STUDY HOME
Telephone Number (314) 535-2670

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ NOT school children eligible for Title I programs, involved in this activity.

36 Regular year from grades K-6 23 Summer from grades K-6

5. a. Indicate the number of participants in which pre and post evaluation is available.

24 Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.
7 post test only - see table 6
3 pre test only - left program before they could be tested
2 unable to test
5 - school less than a month

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
Entire day in Kdg (5 half days) 1/2 day - [illegible] room (5 half days)	Varies 20 - 30 minutes

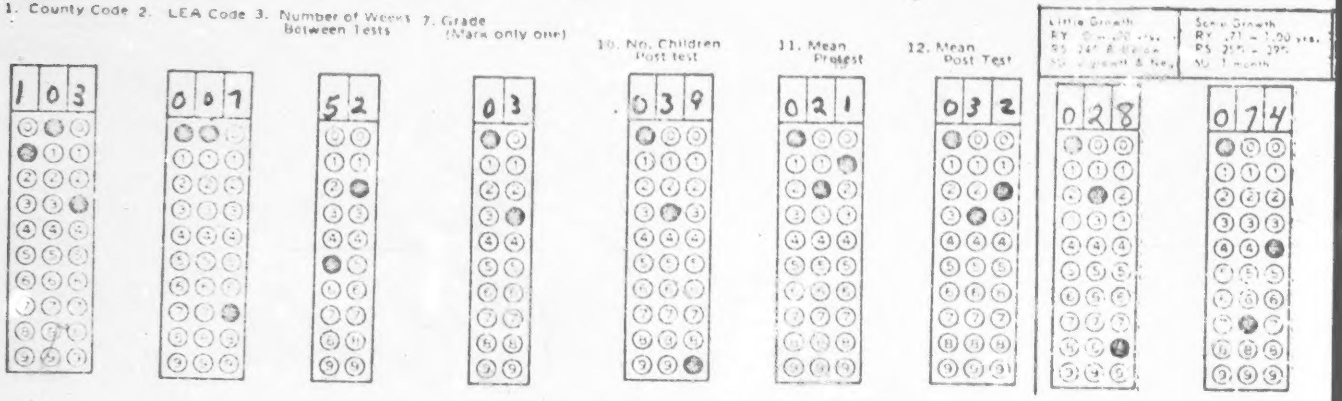
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

Raise achievement levels one academic year and increase the rate of "catch-up".

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0-.70 yrs.
RS 24% & Below
NS No growth & Neg.
Some Growth
RY .71 - 1.00 yrs.
RS 25% - 39%
NS 1 month
103
007
52
03
039
021
032
028
074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report READING REMEDIATION

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** METROPOLITAN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
Kdg	2	51 %ile	46 %ile	45 %ile
	5	[illegible] %ile	1.5 grade	1.8 +
1	1	[illegible] %ile	1.6 grade	1.6 +
	5	1.9	2.4	.5
2	1	1.9	2.6	.7
3	1	1.9	2.6	.7
4	5	3.1	3.4	.3
5				
6	4	3.8	4.5	.7

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** Varied. Semester adjusted for full year

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.		1	3	1	1	3		1							10
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month						2		2							4
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.		2	2					1							5
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.		4	1												5
TOTAL		7	6	1	1	5		4							24 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X	1	1	5		3							10
.71 – 1.00	X					1							1
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X	1	1	5		4							11 Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Reading Remediation

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached? On the average achievement levels were raised an academic year and the rate of "catch-up" was increased. Objectives reached

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Success again is concentrated amongst the lower grades and the younger children where their emotional problems are also more easily treated. The "split" seems due to the nature of the children in the program.

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1
H.S	1.8	N/A	little
R.P	99%ile		Marked
P.E.	99%ile		Some
T.C	1.9		Little
R.S.	1.5		Little
C.H.	2.6		Little
C.W.	4.3		Little

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

These children do not have pre-test scores because they were to disturbed or too negative to be tested upon admission. I would expect their progress to be slow. National norms would seem to be of little value.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

FISCAL YEAR 1971

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA CHILDREN'S STUDY HOME County Code ______ LEA Code ______

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report ARITHMETIC REMEDIATION [✓ RY+Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) DIRECTOR OF STUDY HOME

Name and Title of the person primarily responsible for evaluation of this activity.
HOWARD S. COME, DIRECTOR OF STUDY HOME
Telephone Number (314) 535-2670

3. Indicate, in number of weeks, the length of time this activity operated.

38 Regular year 6 Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

36 Regular year from grades K-6 23 Summer from grades K-6

5. a. Indicate the number of participants in which pre and post evaluation is available.

24 Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5.
7 post test only – see table 6
3 pre test only – left program before they could be tested
2 unable to test
5 in school less than a month

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
Entire day [illegible] (3 long days) 1/2 day [illegible] (3 short days)	Varies 20 - 30 minutes

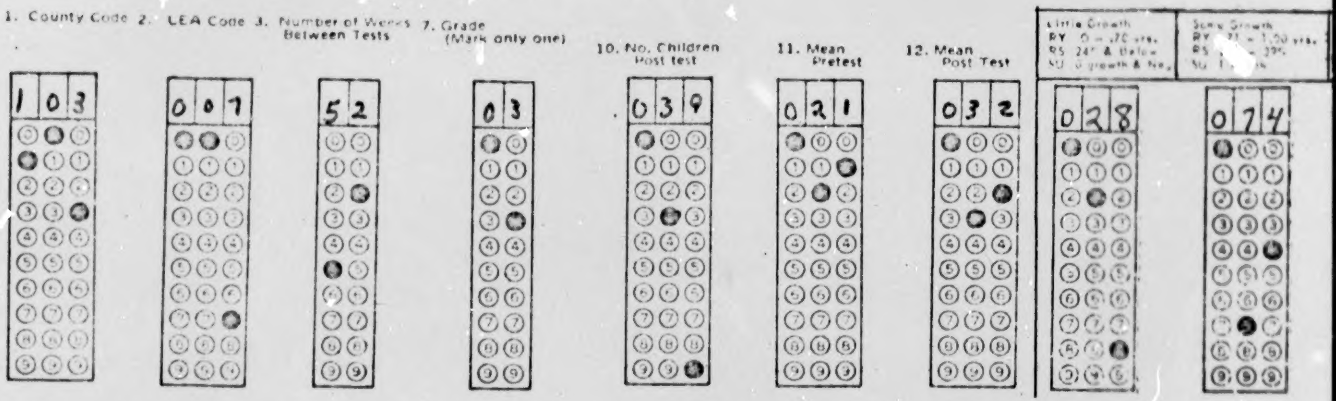
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

Raise achievement levels one academic year and increase rate of "catch-up".

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth
RY 0 – .70 yrs.
RS 24% & Below
SU 0 growth & No.
Some Growth
RY .71 – 1.00 yrs.
RS – 39%
SU 1
1 0 3
0 0 7
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Arithmetic remediation

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** METROPOLITAN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
K	2 5	65% ile 52% ile	56% ile 1.7 [illegible]	18% ile 1.7 +
1	6 6	77% ile 2.3	1.6 [illegible] 2.6	1.6 + .3
2	1	1.7	2.5	.8
3	1	1.6	2.0	.4
4	5	3.1	3.6	.5
5				
6	4	4.1	4.6	.5

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.		1	3		1	2	2								9
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month			1	1		2	1								5
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.		1	2				1								4
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.		5	1			1									7
TOTAL		7	7	1	1	5	4								25 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: **Prior average yearly gain** = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒	1	1	5		3							10
.71 – 1.00	☒					1							1
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒	1	1	5		4							11 Grand Total

* **Include only those students who had both pre and post tests and are included in this evaluation.**

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Page 4
Part IIB
Instructional

Name of instructional activity evaluated in this report Arithmetic Remediation

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached? On the average achievement levels was raised one academic year and the rate of "catch-up" was increased. Objectives reached.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Success again is concentrated among the lower grades and the younger children where their emotional problems are also more easily treated. This 'split' seems due to the nature of the children in the program.

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be [illegible]ought on by the conclusions formulated earlier in the outline and [illegible]h observational opportunities as the Title I staff and administr[illegible] had regarding activities carried on through the project period.

12. Good teache[illegible] unique or innovative procedures. Describe these procedu[illegible]ney may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1
H S	1.4	N/A	little growth
R P	99%ile		marked "
P E	99%ile		little "
J C	1.4		little "
R S	1.1		little "
O H	4.4		little "
C W	4.5		little "

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

These children do not have pre-test scores because they were too disturbed or too negative to be tested upon admission. I would expect their progress to be slow. National norms would seem to be of little value.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No. of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA Annie Malone Children's Home COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- [✓ Neglected] Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

________ Regular School Term 7 Wks. Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		14			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2		2	
5	Grade 3		3	
6	Grade 4		5	
7	Grade 5		2	
8	Grade 6		2	
9	Grade 7			
10	Grade 8			
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):		14	

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Reading	14		
2 Language Arts	14		
3 Math	14		
4			
5			
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA Annie Malone Children's Home County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Language Arts RY, [✓ Su]
(Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

(X) Classroom teachers

( ) Principal

( ) Other (specify) ______

Name and Title of the person primarily responsible for evaluation of this activity. Rosalyn E. Hancock > Classroom Sandra Moore Teachers
Miss Hancock EV36694 Mrs. Moore 997-2403 Telephone Number

3. Indicate, in number of weeks, the length of time this activity operated.

______ Regular year 7 weeks Summer

4. Indicate the number of N + D ~~nonpublic~~ school children eligible for Title I programs, involved in this activity.

______ Regular year from grades ______ 14 Summer from grades 2nd-6th

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. Since the students were in summer session for almost 7 weeks, evaluations were made by oral tests and improvement and progress in skills and needs they last [illegible] viewed in.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5 Periods Per Week	35 minutes daily

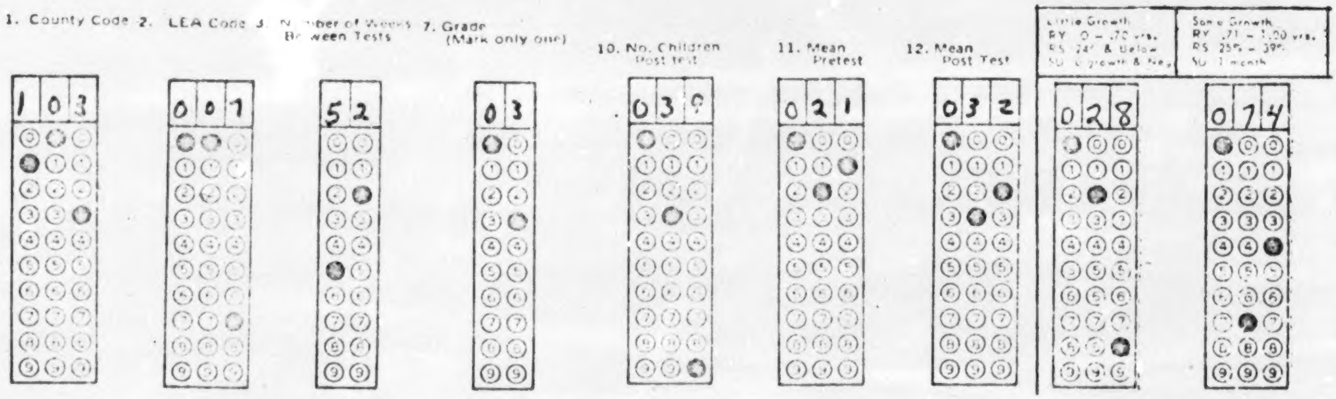
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

1. To develop oral and written language skills (including listening skills, enunciation, and pronunciation. 2) To develop capitalization skills. 3) To develop punctuation skills. 4) To develop spelling skills.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:


1. County Code
2. LEA Code
3. Number of Weeks Between Tests
7. Grade (Mark only one)
10. No. Children Post test
11. Mean Pretest
12. Mean Post Test
Little Growth RY .0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month
1 0 3
0 0 1
5 2
0 3
0 3 9
0 2 1
0 3 2
0 2 8
0 7 4

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.

2. Do not blacken more than one circle in any column.

3. All summer activities will be marked in item 5 as summer.

4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.

5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.

6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).

7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.

8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.

9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Language Arts

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ______

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ______

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.				2	3	3	1	1							10
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month						2	1	1							4
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															14 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Language Arts

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Most of the objectives were reached to some degree. Most of the students showed some progress, except for some students whose main weaknesses were due to weak listening skills, the lack of following directions, and incorrect usage habits.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Most of the students seemed to profit from the language art activities planned. Practice and drill exercises, and language arts games helped. Most of the students seemed to especially enjoyed using the newspapers and magazines in cutting out pictures and then developing captions for their pictures, and also for developing oral discussions. But, some of the students difficulties were careless punctuation and capitalization, and dif using correct grammar orally and written.

11. Make recommendation of changes needed for this activity.

Discussion with the regular classroom teacher might be helpful in finding out the child's needs, experiences and interests in language skills.

12. Describe any unique or innovative features of this activity.

Field trips, films, tapes, records, magazines, newspapers, telephone directories and mail order catalogs helped improve and strengthen some of the written and oral language skills

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Many language activities resulted from making a piñata, planting and growing a terrarium. Personal experience stories and individual stories were written. Oral discussions developed about the experiences ~~which~~ helped the class to share their experiences and ideas. Additional supplementary materials such as language arts workbooks, flash word cards, and games were helpful in improving the class' oral and written

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or −
N.F.	3.7	3.8	−.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA Annie Malone Children's Home COUNTY CODE 115 LEA CODE 115

TYPE OF PROGRAM -- [✓ Neglected] Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

_______ Regular School Term 7 wks. Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		14			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2		2	
5	Grade 3		3	
6	Grade 4		5	
7	Grade 5		2	
8	Grade 6		2	
9	Grade 7			
10	Grade 8			
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15)		14	

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg. or Del.		
	K-6	7-12	UNGR
1 Reading	14		
2 Language Arts	14		
3 Math	14		
4			
5			
6			
7			
8			
9			
10			
11			
12			

***Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.**

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA Annie Malone Children's Home County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Math RY, [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
( ) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity. Rosalyn E. Hancock > Classroom Sandra Moore > Teachers
Miss Hancock EV 36694 Mrs. Moore 997-2403 Telephone Number

3. Indicate, in number of weeks, the length of time this activity operated.

______ Regular year 7 weeks Summer

4. Indicate the number of ~~nonpublic~~ N + D school children eligible for Title I programs, involved in this activity.

______ Regular year from grades ______ 14 Summer from grades 2nd-6th

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. Since the students were in summer session for almost 7 weeks, evaluations were made by oral tests and improvement and progress in skills and needs they lack or were below average in.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
5 Periods Per Week	45 minutes daily

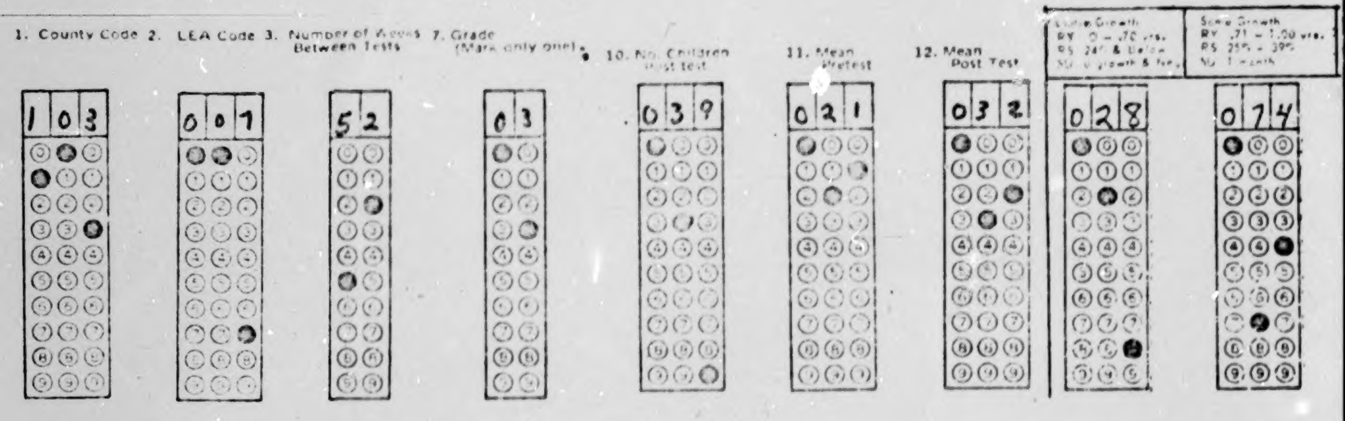
7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

① To understand the processes of addition and subtraction (with 2-place
4-place digits, carrying, and borrowing). ② To understand the processes of
ltiplication (with 2-3 place multipliers) and division (with 2-3 place divisiors
understand the fundamental operations with whole numbers, decimals & fract.
. ④ To understand problem solving & reasoning in numerical situations.

SPECIAL INSTRUCTIONS FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:



1. County Code: 103
2. LEA Code: 007
3. Number of Weeks Between Tests: 52
7. Grade (Mark only one): 03
10. No. Children Post test: 039
11. Mean Pretest: 021
12. Mean Post Test: 032

Little Growth RY 0 – .70 yrs. RS 24% & Below NG no growth & [illegible]: 028

Some Growth RY .71 – 1.00 yrs. RS 25% – 39% NG 1 month: 074

DO NOT FOLD THE OPTICAL SCANNING SHEETS

1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
2. Do not blacken more than one circle in any column.
3. All summer activities will be marked in item 3 as summer.
4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for summer school subjects where testing is used. Leave the bottom right table blank, but complete all other columns.
9. When rating scales are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.

Name of instructional activity evaluated in this report Math

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ______

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ______

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

GAINS	NUMBER OF STUDENTS BY GRADE LEVEL														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.				1	1	3		1							6
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month				1	2	2	2	1							8
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															14 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

Prior Gains	NUMBER OF STUDENTS BY GRADE LEVEL												
	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Math

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

Most of the students made substantial progress. Their main weaknesses were mainly due to their lack of understanding and practicing the arithmetic processes of carrying and borrowing with the fundamental operations of addition, subtraction, multiplication, division), the learning of simple basic facts, and math reasoning.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Improvement in the children's progress was based on (1) students' opportunity to discover solutions (answers) for themselves after explanation demonstration, and understanding of the problems was presented; (2) They were also able to see and practice practical concrete applications of the number concepts, arithmetic processes, and relationships which provided for individual progress in math learning and reasoning

11. Make recommendation of changes needed for this activity.

Discussion with the regular school teacher of the child is helpful for the summer tutor-teacher to learn more about the student's strengths and weaknesses in Math, his interests

12. Describe any unique or innovative features of this activity.

Relating math problems to the children's personal experiences stimulated interest and motivation; Creating a math atmosphere in the room (such as math bulletin boards, math book ath ame problems developed from using newspapers) were helpful.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Math games, (self-made especially by both teacher and students) created positive interests. Exposure to flash cards, math records and, if necessary, available counting devices such as the counting sticks and abacus were helpful. Art projects involving math ideas showed positive results also

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
FISCAL YEAR 1974 PART II C
For Neglected and Delinquent Programs
Title I, ESEA

NAME OF LEA Annie Malone Children's Home COUNTY CODE 115 LEA CODE 115
TYPE OF PROGRAM -- [✓ Neglected] Delinquent (Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.
   ______ Regular School Term 7 Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily		14			
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLICATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2		2	
5	Grade 3		3	
6	Grade 4		5	
7	Grade 5		2	
8	Grade 6		2	
9	Grade 7			
10	Grade 8			
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15):		14	

*Column 4 is not necessarily an added total of columns 2 and 3. A student appearing in both columns 2 and 3 would appear only as 1 in column 4.

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

	ACTIVITY LIST FOR PROJECT	Neg. or Del. K-6	7-12	UNGR
1	Reading	14		
2	Language Arts	14		
3	Math	14		
4				
5				
6				
7				
8				
9				
10				
11				
12				

FISCAL YEAR 1974
LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
PART II – B
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA Annie Malone Children's Home County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page. Attach additional pages as needed.**

1. Name of the instructional activity evaluated in this report Reading RY [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
(X) Classroom teacher
( ) Principal
( ) Other (specify)

Name and Title of the person primarily responsible for evaluation of this activity.
Rosalyn E. Hancock > Classroom
Sandra Moore / Teachers
Miss Hancock EV 36694
Mrs. Moore 997-2403
Telephone Number

3. Indicate, in number of weeks, the length of time this activity operated.

Regular year
7 weeks Summer

4. Indicate the number of ~~nonpublic~~ N+D school children eligible for Title I programs, involved in this activity.

Regular year from grades
14 Summer from grades 2nd-6th

5. a. Indicate the number of participants in which pre and post evaluation is available.

Regular year
Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) See Page 5. Since the students were in summer school for almost 7 weeks, evaluations were made by oral tests and improvement and progress in skills and needs they lack or were below average in.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK.	
Number of Periods Per Week	Length of Instructional Period
5 Periods Per Week	45 minutes daily

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

(1) To develop the purpose or main idea of a paragraph in the reading selection; (2) To determine the meaning of a word from its context; ③ To understand stated implied factual details 4) To perceive the order of events and ideas or organize ideas; 5) To evaluate what is read

Name of instructional activity evaluated in this report Reading

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN **Name of test used:** ______

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ______

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
[✓ Little Growth] RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.				2	3	3		1							9
[✓ Some Growth] RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month						2	2	1							5
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															14 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 5

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 Yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Reading

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

The objectives were fairly fulfilled. Most of the children showed little or some progress in the Reading activities. The main weaknesses of several students were lack of listening skills, basic phonic skills, learning of basic sight words, sentence sense, and interpretation.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

The children did improved somewhat
in their ability to recognize the main idea
or topic of a selection and oral reading expres-
sion. However, there was little improvement
in organizing ideas because several students
failed to recognize common elements or
related incidents to the main topic(s) in the read-
ing selection, and inattention to punctuation.
There was also little improvement in determining
the word meaning in a story because of the student's
inability in vocabulary or word attack skills.

11. Make recommendation of changes needed for this activity.

Discussion with the regular year school teacher about the child's reading interests, needs, and any other important related information is always helpful.

12. Describe any unique or innovative features of this activity.

Motivating exercises such as making projects together and group discussion about the children's personal experiences related to the reading selections were helpful.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Exposure to vocabulary word cards, reading workbooks, doing book reports and oral discussion or verbal expression proved successful. Additional activities such as viewing related films and movies, using the tape recorder, and listening to stories on the record player created a more meaningful reading interest for the majority.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.

10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.

11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.

12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.

13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5:
This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)			
		.0 - .70	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED
REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or –
N.F.	3.7	3.8	–.1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.